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A Monthly Magazine of Educational Topics and School Methods

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Published the first of each month, September to June inclusive. Price \$1.50 per year, (Canadian, \$1.75; Foreign, \$2.—)

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In this Issue: Fifth Article of the Series, "Intellectual Aims of The Recitation."

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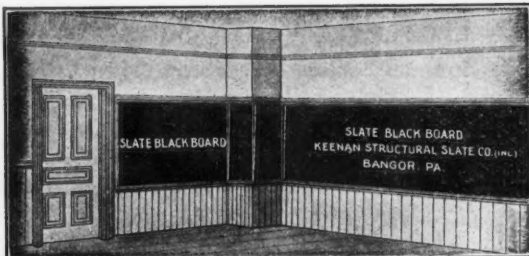
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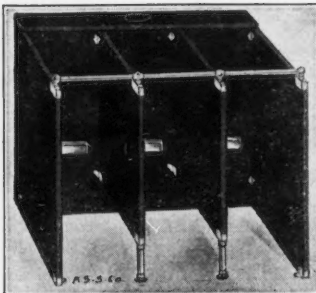
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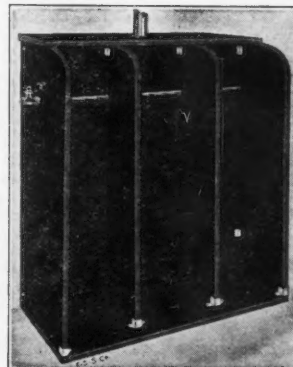
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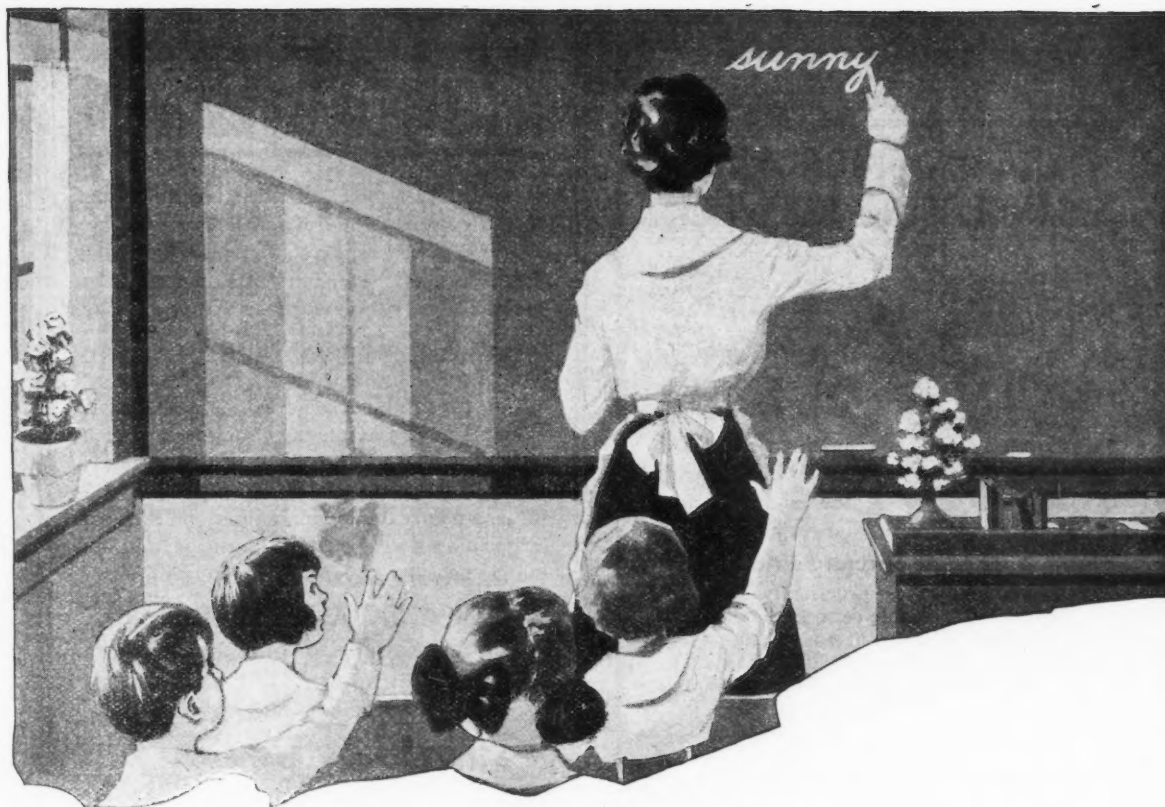
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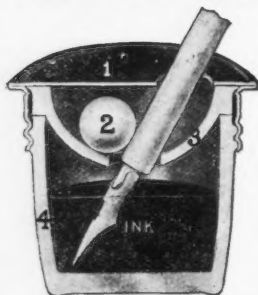
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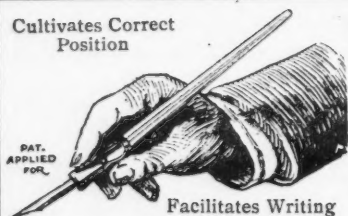
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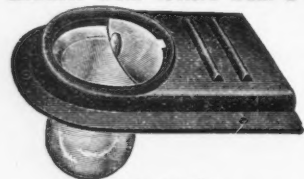
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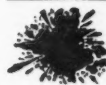


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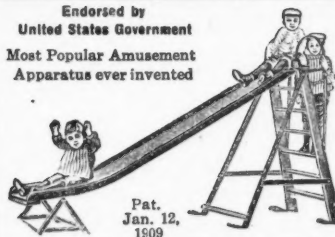
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VOL: SEVENTEEN; Number Nine

MILWAUKEE, FEBRUARY, 1918

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Sin and the Savior. The advent of the penitential season of Lent afford us an opportunity of discussing the ways and means of securing to our pupils some adequate conception of the meaning of the lenten time and some fruitful realization of its graces and merits. We cannot go far astray in our reflections and instructions anent the holy season if we habitually keep in mind the great truth that Lent enables the faithful to learn more and more of the two antitheses of the Christian life—sin and the Savior.

Lent is a penitential season. Now penance implies the vision of sin. And Lent is a time when in a very special and personal way we are to meditate on the mystery and malice of sin, on its essential vileness, on its dread punishments here and hereafter, on the precautions to be taken against its attacks, on the remedies to be employed in case those attacks have been in any measure successful. Hence our classes should review those portions of the catechism dealing with the nature and kinds of sin, with prayer and the sacraments; and the teacher's admonitions and explanations should be reinforced by illustrations drawn from the Holy Scripture, from sacred and secular history, from the lives of the saints, from literature and the other arts. And the aim behind it all should be to bring to our pupils a more wholesome realization of the evil of sin and of the means of preserving and restoring the health of the soul.

Lent, in the second place, is a time devoted especially to meditation on the life and personality of Our Divine Lord. To awaken in the soul a great horror of sin is excellent as far as it goes; but it is merely a preparation for the essential functioning of religion. Religion is the union of the human with the divine, the union of the creature with the Creator; and this union is brought about through knowledge of Christ, through love of Christ, through the active conformity of the human will with the divine will of Christ. Hence the need of a threefold appeal, an appeal to the intellect, to the emotions and to the will. This threefold appeal should be present in every Lenten meditation, however brief, in every Lenten prayer, however formal. And so the teacher must strive to make the personality of Our Savior intimately known to the children, and to induce the children to love Our Lord and to make their wills one with His. How is this to be done? The Church, the inspired teacher, indicates the way in her lenten liturgy. It is by meditation on the Holy Gospel, meditation which will enable us to follow Our Lord step by step through His earthly life, to listen to His discourses, to observe His actions, to marvel at His miracles, to share in His divine purposes and plans. The New Testament should be frequently in the hands of the teacher and almost as frequently in the hands of the pupils old enough to read it; it should be the basis of many of the lessons in vocal and written expression; it should be correlated with many of the lessons in history and geography. The result will be that the pupils will know Our Lord better, love Him more and more and act more in consonance with his counsels. Those are the aims of the lenten season and the aims of Catholic education.

Lincoln. With the passing of the years the figure of Abraham Lincoln looms larger and larger as a national figure. A man at once tender and strong, endowed alike with a capacity for suffering and an unquenchable sense of humor, a dreamer of ideals able to make his dreams come true—such was Abraham Lincoln. Let our pupils see him on the twelfth of this month.

In the fifteenth canto of the "Purgatorio" Dante de-



Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

awakens him to practical issues by asking certain questions, and thus explains why he did so.

"I asked that I might give strength to thy feet;
So must the sluggish be spurred on, when slow
To use their wakefulness at its return."

The too common weakness of splendid dreamers is to dwell ever in their dreams, instead of employing their bright visions in the practical work of daily life. In Lincoln we have that rare being, a man who is not content with forming beautiful ideals but who strives as best he can to make those ideals a source of light and strength in doing the work that God has given him to do. The great martyr-president teaches us to realize our ideals, to make our dreams come true.

Palmer Penmanship. In the December issue of the *Journal* we published some strictures on the Palmer system of penmanship, contributed by a distinguished Kentucky priest. He put the case against the Palmer system about as strongly as it could be put. This month, in the spirit of fair play and an open field, we present the substance of a reply vouchsafed by Mr. A. N. Palmer, the capable and energetic founder of the method which bears his name.

1. The practice of the so-called pigeon stunts is recommended only in the beginning stages of instruction and my constant admonition to teachers is to practice letters, words and sentences as soon as the movement has been established, instead of wasting time making ovals.

2. Writing is not intended to reveal character. It is a means to an end. The object sought in the teaching of penmanship is to construct a vehicle that will carry thought, and the end sought is the quick transference of thoughts to paper in characters that are swiftly made and can be easily read. Legibility in handwriting is just as essential as legibility, in the printed page. Why not introduce individuality in type forms for use on the printing press?

3. My experience teaches me that the forms of letters advocated in the Palmer Method are the forms best adapted to office work and they embody to the best possible extent legibility, rapidity, ease and endurance.

4. It cannot be said that teachers have really taught their pupils muscular movement writing according to the Palmer Method plan until pupils write automatically with the movement and write styles that are as plain as print.

5. In questionnaires I have sent to business men touching on the use of handwriting I have discovered that the rank and file of business men deplore the tendency of some theorists to underestimate the present value of longhand writing. The consensus of opinion among business men is that the typewriter has in no way lessened the value of longhand in the office, and that stenographers who write good muscular movement hands are almost invariably given the preference.

Competitive Examinations. Many diocesan and community inspectors hold examinations in the several school subjects in which the pupils of one institution compete with the pupils of another. This is, on the whole, a salutary device, for—whether we like it or not, and some of us don't—competition exists in every department of life and our pupils, if they are to be prepared for the

work of living, must learn how to win and how to lose, and how to do both gracefully. Competitions among schools serves to stimulate both teachers and students. It helps to squelch faddists, to energize actual or potential slackers and to induce all of us to observe the scriptural mandate, "Be ye always ready."

But all good things have their dangers; and the teacher makes a mistake and loses his blessed sense of proportion if he regards even the most thoroughgoing competitive examination as an absolute and decisive test. Therefore, dear teacher, if your pupils have come out at the end of the procession, you have no reason to be discouraged. Remember that the finest fruits of teaching, including character training, are not and cannot be made the subject matter of an examination, and you may have builded better than the results actually show. But it will be well, all the same, to take heed of your manifest deficiencies and resolves to do better next time.

And if, on the other hand, your pupils have captured the victor's flag, be not unduly elated. Thank God that you haven't been found out. Reflect that your success may be, after all, a purely mechanical success, the result of rigid and lifeless drilling and drumming, of parrot memorizing, of rule-of-thumb hammering away at the obvious and the superficial. Remember that it is possible that your pupils have failed to relate what they have learned to the business of living, and they have not learned the things that will be of genuine service to them in after life, that they are getting about as much character formation as the squirrel in the treadmill. It sometimes happens that the teacher who in the eyes of his superiors is not a success at all manages to implant in his pupils the seeds of virtue and of culture, and that the teacher whose students almost invariably bear off the prizes is no more of a real educator than an adding machine or a textbook of so-called English grammar.

A Priest Poet. The Reverend James M. Hayes of the Sisters College, Catholic University of America, has found time to bring out a slender volume of poems exquisite and distinctive. ("The Grave of Dreams, and Other Verses," The Encyclopaedia Press, New York.) His is a muse gentle and tender, pensively susceptible of the truths and beauties of the Catholic faith, yet rich in true human feelings and keenly alive to the lure of the world of nature. Several of the poems, notably the one containing the fine lines,

"Past death and grave, the body will survive;
Anew it lives in clay and cloud and flower,"

have a quality which in a complimentary sense we should like to describe as "Thanatopsis," only Father Hayes's work is ever illumined by the light of living faith. We are convinced that the author has an authentic poetic gift; and though he has not yet done his best work this volume is a valued contribution to American Catholic verse. It is the expression of a warm heart and a beautiful soul.

German in the Schools. It is to be hoped that none of our Catholic schools will succumb to the absurd mania manifest in certain quarters to oust the study of German from curricula where it has existed and demonstrated its worth. We are at war with Germany; but we are not at war with the German language. The narrow-minded pedagogues who would banish German from the schools on alleged patriotic grounds are strangely akin to the wild-eyed enthusiasts who, in 1898, tried to induce Californians to change their beautiful Spanish place names because we were having a difference with Spain. If German is to go, and we don't think it is, we must have grounds more relative than this. Truly it is a sad commentary on the character and culture and intellectual poise of American educators that some of them cannot distinguish between the teaching of a subject because of its educational worth and the abandoning of it because it is identified with the life of a national enemy. We have fought with England more than with any other nation, and yet somehow we manage to speak English and even to teach it—after a fashion.

Do we know ourselves? Among the less known writings of that damaged cherub, Dean Swift, is a clever little bit in which he tells how the various animals made a public confession of their shortcomings. The ass accused himself of being too astute and decidedly too much

(Continued on Page 424)

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By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

It has been reiterated, possibly with wearying insistence, in previous papers in this magazine that the unfailing effort of the teacher in the Catholic school is to impart a Catholic atmosphere to every subject and to every lesson. The key word is **correlation**. A subject may have no appreciable religious content, as mathematics; it is then a part of the teacher's duty to relate that subject to another subject having a considerable religious content, or at any rate to discover to his pupils some of the laws of mathematics which bear signs of kinship with the laws of nature and with the moral law. On the other hand, the teacher's task is rendered more potentially fruitful, though not necessarily much easier, when he approaches a subject like history or literature. For here he has a rich religious content and ample opportunities for correlation with Christian Doctrine, with Bible History, with the prayers public and private in use in the Catholic Church, with the generic principles of religious faith, with the ultimate basis of the moral law.

No specific subject is more susceptible of helpful correlation with religion than is poetry. It is really a form of prayer, a form without formality. In the verses of the master singer, nay, even in the faltering lines of the lesser bard, the heart speaketh unto the heart—the heart of humanity, the heart that through the ages has loved and suffered much, the heart that has set its trust on trifles and followed after false gods, the heart that has promised much and then in the face of temptation has fallen away, the heart whose systole and diastole are a symbol of its periodical flight from God and its returning unto Him,—the heart of humanity speaks in poetry to the heart of the individual, to the heart that is yours or mine. Much, very much, have you and I to learn concerning God and nature, life and death, our fellows and ourselves; and much that we must learn we can never learn in the incomparable but costly school of personal experience. Much, if we are to learn it at all, we must learn vicariously from literature, from poetry; and much that poetry has to teach us pertains to God and the things of God. For, as has been beautifully said, "The poet sees things hidden from other men, but he sees them only in dreams. A poet is (by the very origin of the word) a maker, but a maker of images, not a creator of life." Yes, the poet makes images, perchance in thumb-pounded clay or knife-caressed wood or chisel-garnished marble, and upon them the spirit of religion breathes and they become verily things of living beauty and of lissome life.

So the poets are teachers; and the Catholic poet is a Catholic teacher. No teacher other than he can quite take his place. He has that to teach which can be taught by none save him. In his own way, great or humble according to his labors and his gifts, he performs his office within the mighty fane of Catholic faith. He chants no liturgical prayer, he offers no mystical sacrifice, he wears no sacred vestment; yet he is a priest in the temple of the Lord—a priest of the priesthood of beauty swinging in the holy place the fragrant censer of visions immortal and divine. And he preaches, too, does this teacher of truth and beauty, preaches to ears that too often other preachers but faintly reach, and declares in his own tongue the wonderful works of God.

Surely, a part of the office of the Catholic school is to lead the Catholic child to the feet of the Catholic poet. Every safeguard against the pernicious influence of vice, every aid to the acquisition of Christian virtue the school

must cultivate and employ. Alike a safeguard and an aid the Catholic poet supplies. His shimmering web of golden dreams is alight with the reflected glory of Catholic truth and Catholic life; his burden of sweet melody is resonant with the angelic strains that rang, two thousand years ago, across the hills near Bethlehem. He teaches purity and gentleness and humility and strength of spirit; he reveals something of the beauty that is caught up from contemplation of the Beauty Eternal. Happy and fortified is the Catholic child who has learned to love and understand the song of the Catholic poet.

These reflections are suggested by the appearance of a book, "Dreams and Images, an Anthology of Catholic Poets," edited by Mr. Joyce Kilmer and published by Boni and Liveright, New York. "This," writes the editor, "is not a collection of devotional poems. . . . What I have tried to do is to bring together the poems in English that I like best that were written by Catholics since the middle of the Nineteenth Century. There are in this book poems religious in theme; there are also love-songs and war-songs. But I think that it may be called a book of Catholic poems. For a Catholic is not a Catholic only when he prays; he is a Catholic in all the thoughts and actions of his life. And when a Catholic attempts to reflect in words some of the Beauty of which as a poet he is conscious, he cannot be far from prayer and adoration."

This principle of selection is at once sound and illuminating. Catholicism is not merely a form of religion; it is—or ought to be—a philosophy of life, and its influence extends into every department of life. Catholic teachers should be grateful to Mr. Kilmer, himself a Catholic and a poet, for manifesting in this little volume one way in which the Catholic notion of correlation can be secured.

Names well known and names less familiar we meet in the pleasingly lengthy table of contents. Lionel Johnson is here, and Coventry Patmore, and Aubrey de Vere, and James Clarence Mangan, and Charles Warren Stoddard, and Cardinal Newman, and Francis Thompson, and Father Tabb—singers all whose pens are stilled but whose voices ring on through the years; here, too, are Katherine Tynan, Agnes Repplier, Thomas A. Daly, Thomas Walsh, Charles Phillips, Maurice Francis Egan, Father O'Donnell of Notre Dame; here Thomas MacDonough, the martyr poet of Ireland's red Easter Week; Father James M. Hayes with his tender, manly songs of love and faith; Louise Imogen Guiney, whose "Wild Ride" ranks among the half-dozen supreme lyrics in American literature. And there is not a name in the book that is not the name of a Catholic, not a poem but is in some way an outpouring of the Catholic spirit.

"Dreams and Images" is a book for the Catholic teacher and the Catholic school. It will serve to illustrate many a moral lesson, to focus attention on many a Catholic dogma, to impart something of the scope and variety of the religious ideal in life. Let us assume, for example, that the teacher, in the course of the daily reflection, has insisted on the importance of making the morning offering of thoughts, words and actions. Happily will the lesson be taught if the attention of the children be called to Blanche M. Kelly's "Housewife's Prayer":

"Lady, who with tender word
Didst keep the house of Christ the Lord,
Who didst set forth the bread and wine
Before the Living Wheat and Vine,
Reverently didst make the bed
Whereon was laid the holy Head
That such a cruel pillow prest
For our behoof, on Calvary's crest;
Be beside me while I go
About my labors to and fro.
Speed the wheel and speed the loom,
Guide the needle and the broom,
Make my bread rise sweet and light,
Make my cheese come foamy white,
Yellow may my butter be
As cowslips blowing on the lea.
Homely though my tasks and small,

Be beside me at them all.
Then when I shall stand to face
Jesu in the judgment place,
To me thy gracious help afford,
Who art the Handmaid of the Lord."

Or is the teacher seeking to awaken the pupils to the possibility of the divine call to the religious life, pointing out the marks of a true vocation and recounting the story of men and women who gave their all for Christ? He will find it wise, I fancy, to let a poet speak for him, to speak with the lilt and the lure of Denis A. McCarthy:

"Brigid, the daughter of Duffy, she wasn't like other young things,

Dreaming of lads for her lovers, and twirling her bracelets and rings;
Combing and coiling and curling her hair that was black as the sloes,
Painting her lips and her cheeks that were ruddy and fresh as the rose.

Ah, 'twasn't Brigid would waste all her days in such follies as these—

Christ was the Lover she worshipped for hour after hour on her knees;

Christ and His Church and His poor,—and 'twas many a mile that she trod

Serving the loathsome lepers that ever were stricken by God."

Or mayhap the teacher, commenting on St. Augustine's authentic transcript of universal experience, "Thou hast made us for Thyself, O Lord," seeks for a modern expression of the same eternal truth. Here, ready to hand, is Charles Phillips' exquisite poem, "Music," charged with warm human feeling and pensive sorrow and the spirit of prayer:

"There is a hunger in my heart tonight,
A longing in my soul, to hear
The voice of heaven o'er the noise of earth
That doth assail my ear:
For we are exiled children of the skies,
Lone and lost wanderers from home.
The stars come out like lamps in windows lit
Far, from where we roam;
Like candles lit to show the long late way
Dear kindly beacons sure and bright;
But O, the heavy journeying, and O
The silence of the night!"

Or is it the beloved story hour when the teacher retells to the class some of the tales that never grow old? Let him not overlook Hilaire's Belloc's version of an undying legend:

"When Jesus Christ was four years old,
The angels brought Him toys of gold,
Which no man ever had bought or sold.
And yet with these He would not play.
He made Him small fowl out of clay,
And blessed them till they flew away:
Tu Creasti, Domine.

Or has March come, the month of St. Joseph, the Patron of the Universal Church? Singularly appropriate is Mrs. Tynan-Hinkson's "Man of the House":

"Joseph, honored from sea to sea,
This is your name that pleases me,
'Man of the House.'

I see you rise at dawn and light
The fire and blow till the flame is bright.
I see you take the pitcher and carry
The deep well-water for Jesus and Mary.
You knead the corn for the bread so fine,
Gather them grapes from the hanging vine.
There are little feet that are soft and slow,
Follow you whithersoever you go.
There's a little face at your workshop door,
A little one sits down on your floor;
Holds His hands for the shavings curled,
The soft little hands that have made the world."

Or is the lesson in United States history in progress and the story of the great explorers being told anew? The teacher cannot consistently overlook John Jerome Rooney's sonnet, "Marquette on the Shores of the Mississippi," which thus reveals the heroic priest's Catholic spirit:

"With glowing eye he saw the prancing tide
With yellow mane rush onward thro' the night
Into the vastness he had never trod.
Nor dreamt of conquest of that kingdom wide
As down the flood his spirit took his flight
Seeking the long-lost children of his God!"



Suggestions

FOR EASTER



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COMBINATION PHYSICS AND CHEMISTRY TABLE

Said Benjamin Franklin: "I grew convinced that truth, sincerity and integrity in dealings between man and man were of the utmost importance to the felicity of life."

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ESSENTIAL TRAINING FOR THE EFFECTIVE TEACHING OF MUSIC.

PROF. JAMES M. McLAUGHLIN

Musical Director, The Gregorian Society, Boston, Mass.



PROF. JAMES M. McLAUGHLIN

There are certain qualifications which grade teachers should possess to ensure satisfactory results. Given a fair voice, taste for good music, a feeling for expression, ability to sing in tune, at sight, simple music, and a sound knowledge of notation, much can be accomplished. But to these requirements must be added enthusiasm for the work, pleasure in teaching methodically, and skill in class management. So far as the technique of music is concerned, all the qualifications mentioned are purely elementary, and where they are wanting in a teacher, efforts no matter how well intentioned can only yield indifferent success.

More concisely stated, the teacher must be competent in a two-fold capacity; first, as an executant, to sing at least moderately well, and secondly able to impart his musical knowledge and to instruct methodically. These two requirements are quite distinct. A fine singer is not necessarily a good teacher, and *vice versa*; but teachers if they are to succeed in teaching singing must be able to sing and to teach. The question of the musical training of pupil teachers and normal students, therefore, naturally divides itself into two headings—personal skill in music and skill in the art of teaching. The student or teacher need not concern himself in the least that his voice is not a rich baritone or a pure, smooth tenor. It may not be altogether agreeable, it may be worn, indeed it may be, to use a homely expression, a cracked voice.

Fortunately, children are the most indulgent critics if the teacher is genuinely anxious to please and interest them. Music has now a fixed place in the educational system and it is no longer necessary to argue its claims, "the oldest and most beneficent of the arts."

As time wears on we become more firmly convinced that "Nothing that has ever been written of music has adequately expressed what it has meant for mankind." The children in our schools today are the teachers of the future and it is in the schools that the essential training for the effective teaching of music begins. Consequently it is fair to expect that those who are responsible for the welfare of popular education should see to it that the importance of music may not be overlooked in the educational demands of the day, with science, mechanics and the different industries overshadowing early study. In view of all of life's necessities, however, too high a place must not be claimed for music.

The ideal must ever be separate from the practical.

The desideratum in the training of teachers is opportunity to continue the study of music as unbrokenly as the study of all other subjects necessary for professional equipment. The practise and theory of music should not stop, as it too often does, with graduation from the elementary school.

Young women and young men are quite freely admitted to training schools without regard to musical qualifications. Having neglected or disregarded music in high school and college, after a brief stay in the normal school, during which some effort is made to repair their musical knowledge, they go forth to teach music in the grades! In all the other branches of knowledge the normal school student has had, presumably, ample instruction and all the time he spends in the training school contributes towards his effectiveness as a teacher of those branches. This, too commonly, is far from being the case with music. Success is bound to lag until experience, study, and aptitude point the way.

In the making of a teacher there are many things which can be imparted to him.

We cannot give him an enthusiastic and sympathetic nature if he does not possess such. We cannot give him

the attractive qualities so obvious in the successful teacher. But we may, with reason, insist on his possessing that knowledge bearing upon his work which can be acquired by earnest and well directed study. We may insist upon his possessing a knowledge of his subject, of how to impart it, and of the nature of the mind which is to receive it. This constitutes a most important part of the music teacher's art and without which there can be no good teaching of any subject, nor can anyone become a skillful teacher: and without which, enthusiasm and sympathy are of little value and personality a delusion.

Pupil teachers, and many grade teachers, should bear in mind that they must have some practise in reading music and singing.

However skillfully drawn the course of study, however skillful a teacher may be, sound results can only be attained by much individual practise.

Not alone, therefore, for the pupils is the cry "individual Singing."

The steps taken at each lesson in class should be thoroughly practised at home so that the knowledge may be as thorough as possible.

The best graded course ever planned will be dull, dreary, and ineffective unless it is illumined by the way in which it is presented and managed by the teacher. Every other power of the class teacher is sterilized if he does not possess skill in class management. Teaching on set plans laid down in the normal school, in teachers' manuals, in music courses, is all very well for beginners in teaching, but the plan must be constantly varied by circumstances. Most of the best teaching is an inspiration born of realization of the momentary and probably unexpected psychologic mood of the class.

The prepared plans of the young teacher and the stereotyped plans of the older are often far too elaborate and wasteful.

Teachers who are skillful in methodizing other teaching often fail utterly in music because the work is not planned with the same intelligence that these teachers bring to bear upon other subjects. So the question of essential training turns back upon conditions in the elementary schools, high school, colleges, and training schools. The musical culture of the teaching force in our educational system and its efficient direction is the solution of the problem.

The Catholic School and Beautiful Surroundings.

By Rev. Patrick J. Sloan.

The surroundings of the Catholic school should be beautiful. Too many persons selecting sites for schools consider beauty of location as a thing almost unworthy of attention and consequently fail to realize and be influenced as they ought by its immense and countless benefits. In the work of education, however, it is a matter of vital importance, although in many cases, regrettably difficult to obtain. A school so situated that its pupils can look forth in all directions on scenes of romantic wildness or quiet beauty will teach many lessons and illustrate many truths far better than could be done by books or teachers. Constantly and often unconsciously, we are educated by the objects that surround us. Towering mountains with their snow-capped peaks and rough wild rocks, peaceful valleys with their golden grain and shadowing forests, green fields adorned by flowers of various hue, distant rivers along the silvery stream of which glide boats of pleasure and ships of commerce, lawns and gardens where Nature and art conspire to effect scenes of beauty, grand monuments and buildings where beauteous architecture typifies the power, activity and perfection of man and God—all are resplendent with truth and redolent with joy. Each conveys to the mind of the children lessons which it impresses indelibly, and each thrills their hearts with a joy and ennobles their souls with a culture of lasting endurance. The children discern and appreciate the beautiful in Nature wherefrom they see reflected for their consideration the Divine beauty of the Creator; and, while they consider this, they are brought to realize intensely the beauty and potentiality of the human soul which is made to His image and likeness. Such education will incline and strengthen them to shun the vulgar and profane, the base and sinful, and inspire them to exemplify in their lives the close relationship of the beautiful to the good, of man to God through Christ.

Information regarding any article or textbook not advertised in these columns may be had by writing to our Subscribers' Free Service Department, care The Catholic School Journal, Milwaukee, Wis.

INTELLECTUAL AIMS OF THE RECITATION.

F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.



MR. F. J. WASHICHEK

Inasmuch as aim is so important a factor in the successful recitation the teacher should not only know but also follow some well-defined aims in conducting the recitation. What then, he may well ask himself, are the specific aims so vital, so essential, so indispensable to the efficient recitation? In answer to this question various aims have been enumerated by leading educators and the diversity of their answers is due largely to their varied uses and definitions of the term. Some, like the late Dr. White, who defines the recitation according to its close etymological meaning enumerates the following aims:

- (1) testing the pupils' knowledge of the subject-matter,
- (2) testing of the pupils' acquired mental power, (3) testing of the pupils' skill in school-room arts.

From the above definition it is clear that such educators regard the recitation literally as a mere testing or examining exercise without instruction. Actual teaching they assign to the lesson which they say includes instruction and drill in school room arts. Unlike the advocates of German methods of teaching, they insist upon a marked differentiation between the terms recitation and lessons. For the sake of clearness they consider the recitation a mere testing exercise and the lesson a teaching exercise including both training and instruction resulting in the pupils' acquirement of knowledge, power and skill as the immediate ends of teaching. They claim that this distinction divides school exercises into two classes and causes the testing exercise to be more widely recognized as an important phase of school training.

To illustrate that there has been a distinction and a difference between the lesson and the recitation it is only necessary to recall the nature of most of the school exercises in American schools of a few years ago. At that time school exercises higher than the lowest primary were recitations, that is, tests and repetitions of what was previously learned while the lesson with its oral instruction and development was rarely found. In modern practice most school exercises are lessons. This has brought about a marked change; written tests have been largely substituted for the oral face-to-face test.

Unfortunately, this change has not been altogether productive of gains; it has brought some losses too serious to be ignored. In too many instances teaching has become a giving of lessons consisting mostly of talking. Too many pupils graduated from the grammar schools enter high schools or colleges with little ability and still less habits of study. They depend too much upon the teacher to clarify and make every study easy. There should be less talking and more vitalizing, oral investigation and search. This may be done by correlating the recitation with the lesson, the one supplementing the other.

The aims thus far discussed refer to the recitation when restricted to its literal meaning. Let us now consider its aims in its larger, more comprehensive, generally accepted pedagogical significance. In this sense Ogden gives the recitation the following aims: (1) testing of the pupils' preparation, (2) assisting the pupil to understand the subject matter, (3) cultivation of the pupils' memory, (4) improvement of the pupils' powers of expression.

Dr. Swett, who also interprets the recitation in its general meaning, goes a step farther in his enumeration. He not only enumerates but also classifies its aims into major and minor classes. As major aims he enumerates two: (1) imparting of instruction, (2) mental training to the pupil. As minor aims he gives: (1) inducement to study, (2) testing of the pupils' preparation, (3) improvement of the pupils' power of expression, (4) correction of the pupils' errors, (5) stimulation of intellectual investigation, (6) formation of habits of attention, readiness and self-expression.

Fitch says the recitation should aim: (1) to discover the pupils' knowledge, (2) to prepare and make the pupil receptive for further instruction, (3) to find out the pupils'

misconceptions and difficulties, (4) to occasion the pupils' thought activity and full co-operation, (5) to test the result of the teaching, (6) to determine the pupils' ability to advance in his studies, (7) to test the teacher's efficiency as a teacher.

Dr. Harris is even more generous and more nearly surveys the whole field of the recitation: Within its content he finds the following aims: (1) drawing out each pupils' individual thought and view of the subject matter, (2) testing the pupil's crudeness or thoroughness of comprehension of the subject-matter, (3) correction of the pupil's ideas by the fuller understanding of his classmates, (4) drawing out and stimulating a new method of studying subsequent lessons, (5) fostering habits of close attention, (6) calling into vigorous activity the powers and inspiration of a number of minds thinking about the same thought, (7) exercise of the teacher's best powers, (8) supplementing more forcefully the pupils' recitation, (9) arousing the pupil's self-activity, power of independent investigation and sharp critical insight gained only by keen competition with his classmates, (10) leading the pupil into the great secrets of alliance with his fellows, (11) helping the struggling child to rise above his eccentricities and to assume the more universal character, (12) suppression of the pupil's purely subjective views and harmonizing them with the more objective and universal.

Briefly, then, these are the chief intellectual aims of the recitation. Within their scope the teacher may find some specific mental end to be attained in every recitation. If they are closely followed, they become good standards for both pupil and teacher. For the pupil, they are standards of intellectual attainment; for the teacher they are criteria by which he can direct and judge the pupils' educational progress and efficiency.

They are to the teacher what the plans and specifications are to the architect, who, by these means, sees in his mind's eye not only the minutest details but also the completed building. Just as by his plans the architect directs the workmen, so also the teacher by specific aims of the recitation should guide his pupils in the educative process at every step and turn. In this way only can he eliminate needless waste of time and energy, escape failure and insure success for himself as a teacher, and for his pupil as a learner.

A CATHOLIC ANTHOLOGY.

(Continued from Page 422)

But the possibilities of correlation are endless. We have not skimmed the little volume, culling a gem here and there at random; yet enough has been said to awaken in the Catholic teacher a realization of the worth of this new Catholic anthology. If, as Francis Thompson so nely said, poetry was once "the lesser sister and help-mate of the Church", Mr. Kilmer's book now demonstrates—if the fact needs demonstration—that the ministering function of My Lady Poesy is in our day and generation not unworthily filled. It needs no prophetic eye to see that the world is now entering—rather has already entered—upon another epoch wherein the poet is held in reverence, wherein the singer of aspirations, the weaver of dreams, is honored and esteemed. Let us take the poet, the Catholic poet, to our hearts. Let us ponder his wisdom, bathe in his beauty, walk in the light of his truth. And let us lead our children to his feet.

CURRENT EDUCATIONAL NOTES.

(Continued from Page 420)

of a wag, the hog mournfully confessed that he was too delicate and fastidious, the fox that his stupidity and lack of guile was his most lamentable shortcoming. I fancy we can see the good dean's drift. There comes to mind a man who is excessively timid by both nature and grace, who would run from a shadow and cringe beneath a frown; and when he gets into trouble, as he frequently does, he saves his soul with this sapient reflection: "The great trouble with me is that I'm altogether too independent and outspoken."

Delay in Delivery of The Journal.

Subscribers should know that war operations have the right of way everywhere now and that all mails will be subject more or less to delays. Your copy of The Journal may not always arrive promptly, so please be patient and adjust yourselves to the necessities of the case.

Reason for the Inverted Divisor.

SISTER M. AGNES,
St. Mary's Academy, Winnipeg, Man. Can.
When children begin to study division of fractions and first hear the rule, "Invert the terms of the divisor", etc., they are invariably puzzled and ask why the divisor must be "turned upside down." No intelligent pupil is or ought to be satisfied with the answer, "Because it is the rule." For those teachers who have not fully grasped the principle underlying the rule, or who may lack the power of making it clear, the following explanation may be helpful.

Begin by recalling to the children's minds the fact with which they are already familiar from working problems in addition and subtraction of fractions, that in these operations, the fractions are first reduced to a common denominator, then the work of adding or subtracting is done with the numerators. The same process is followed in the division of fractions, only the work is shortened by inverting the divisor. For example:

$$\frac{3}{4} \div \frac{2}{3} = \frac{3}{4} \times \frac{3}{2} = 9 \div 8 = 1\frac{1}{8}$$

Here the fractions have been reduced to a common denominator, then the work of division is performed with the numerators, neglecting the denominators, (or canceling them, as would happen if the terms of the divisor were inverted:

$$\frac{3}{4} \times \frac{3}{2} = \frac{9}{8} = 1\frac{1}{8}$$

But the same result can be obtained without reducing the fractions to a common denominator by simply inverting the terms of the divisor, and proceeding as in multiplication:

$$\frac{3}{4} \div \frac{2}{3} = \frac{3}{4} \times \frac{3}{2} = \frac{9}{8} = 1\frac{1}{8}$$

Hence division by inverting the divisor is simply reducing the fraction to a common unit, or common denominator, without using the denominators, or canceling them, then performing the work of division with the numerators.

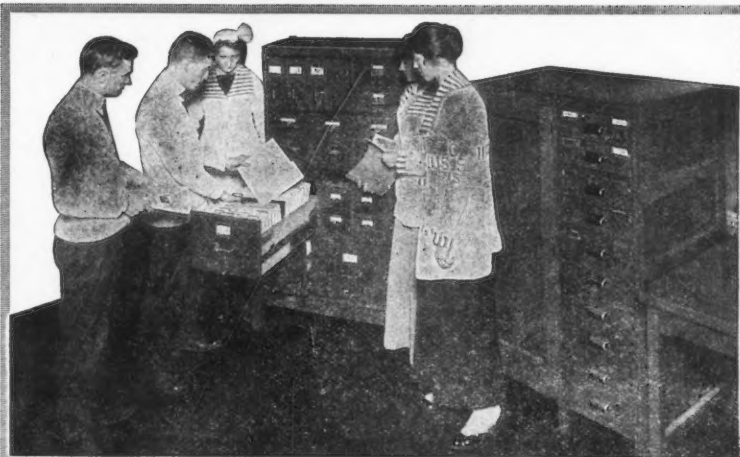
The same principle occurs in Proportion, where fractions having a common denominator are to each other as their numerators; also, in clearing, equations of fractions in Algebra, the common denominator being omitted and only the numerators being used.

"A Live Method" That Met With Approval.

On another page of this issue of The Journal will be found the announcement of the Lewis story method of teaching reading and spelling. It will prove of interest to teachers to look this up, also, to review the article contributed by Mr. Lewis in the September number of The Journal on "The Best Method of teaching Reading."

Subscribers who loan The Journal to others are deserving of thanks for stimulating new interest, but would it not be well to suggest to those parties the propriety of placing a new subscription. Every subscription helps to make The Journal better for all.

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The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

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CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
445 Milwaukee St. MILWAUKEE, WIS.

FEBRUARY, 1918

HANG OUT YOUR COLORS!

Have you a service flag in your school, or in your room? It would be pretty hard to find the school in America today that is not entitled to hang out a service flag; and the matter should not be neglected. We owe it to the boys who have gone, and to the boys and the girls who are at home—down to the tiniest tot—to display our colors.

A good way to keep the students of college, high school, or the grades, in touch with the boys at the front is to get those boys to send postals to their home school, for display on the bulletin board, or elsewhere where the youngsters will see them. One school in Northern Wisconsin has made it a rule to keep in touch with all its past-students who are gone to the war, and to secure postal cards from them on their various travels, the cards being duly displayed. The result is a quickened interest in the war and in our army, and a consequent stirring of the spirit of patriotism.

When letters are received from past students, either sent directly to the school, or loaned by parents or friends, a little patriotic assembly hour can be held, with the singing of the national anthem, a recitation or two, and the reading of the letter to the pupils in a body.

There are scores of ways in which patriotism can be fostered in the schoolroom, and as time goes on, new ideas along this line will undoubtedly suggest themselves. It would not be a bad idea if any of our readers, who have something interesting in this regard to tell, would write us just what they are doing. Pass the good word along! And hang out your colors!

Infidel Praises Catechism.

Jouffroy, one of the representatives of infidel philosophy, could not but admire the Catechism. These are the words he made use of when addressing a numerous audience of the Sorbonne on the resumé of Christian Doctrine contained in the Catechism:

"There is a little book which children are taught and about which they are questioned in church and in school; read this little book, which is the catechism, and you will find therein the solution of all the questions that I have treated—of all, with exception. Ask the Christian, whence comes the human race, he knows; whether it goes, he knows. Ask this little child why it is here below, what will happen to it after death, he will give you a truly sublime answer which he does not fully understand, but which is none the less admirable.

"Ask him how the world has been created and for what purpose; why God has placed animals and plants thereon; how the earth has been peopled, whether by one family or by many, why people speak in divers tongues, why they suffer, why they struggle and how all this will end—he knows the answer. The origin of the world, the origin of species, questions of race, man's destiny in this life and in the next, man's relation to God, man's duty to his fellow-men, man's rights over creation,—he is ignorant of none of these things, and when he grows older he will not hesitate about natural law or political law, or international law, for all that flows with clearness and of itself from Christianity. This is what I call grand religion; I recognize it by this sign, that it does not leave unanswered any of the questions that interest humanity."

Religious Joy.

Who are gayer, for instance, more buoyant, more light-hearted, than aged priests and religious—above all, aged nuns? The gift of gaudium cum pace—of joy, with peace, is theirs. It shines clearest in their eyes as they turn their faces towards the sunset. The promise has been fulfilled; their youth has been "renewed, like the eagle's."

Washington's Love for the Mother of God.

Our great Washington had a full-length painting of Mary Immaculate hanging at the head of his bed, and one day remarked to Father Marechal, afterwards Archbishop of Baltimore, "I cannot love the Son without honoring the Mother."

Poems of Uplift and Cheer

Those Evening Bells.

Those evening bells! those evening bells!
How many a tale their music tells,
Of youth, and home, and that sweet time
When last I heard their soothing chime.

Those joyous hours are passed away;
Any many a heart that then was gay
Within the tomb now darkly dwells,
And hears no more those evening bells.

And so 'twill be when I am gone;
That tuneful peal will still ring on,
While other bards shall walk these dells,
And sing your praise, sweet evening bells!
—Thomas Moore.

Those Oldtime Schoolmasters.

The district schools which existed in this country just after the Revolution were very different from those of today. Then the boys and girls sat upon round blocks of wood of various heights which were furnished by their parents. There were no modern desks with all the up-to-date conveniences: so there was nothing to lean against, and the backs of little Priscilla and Hezekiah must have grown terribly weary sometimes before the long day was over. That was an age when obedience to, and respect for, one's elders was in general fashion. A gentleman of the old school once declared that he never ventured to sit down or speak in the presence of his parents unless invited to do so. Much reverence was paid to teachers as well.

The teaching of spelling, which was usually the last lesson of the day, was peculiar. The master gave a blow on the desk with his strap and named a word, which the entire class spelled out in chorus. If one made a mistake the teacher would detect it; and he never stopped until the slightest inaccuracy was corrected. Oh, they were clever, those oldtime schoolmasters! And, more than that, they turned out clever pupils, who, it is safe to affirm, could hold their own with the products of the best schools of the new century.

1918 Catholic Educational Convention.

The lecture by Rev. Dr. Francis W. Howard, Columbus, O., at the Y. M. I. hall in San Francisco, Cal., the week of Jan. 26, on the aims of the Catholic Educational Convention, which will be held in that city next July, and the appointment of a Board of Arrangements by Most Rev. Archbishop Hanna, consisting of heads of colleges and pastors directing schools, has stirred up deep interest among the Catholic educators of the Coast in the proceedings of the coming convention.

The convention will be held from July 22 to 25 and hundreds of delegates will be present from every section of the United States. General mass meetings will probably be held at the Civic Auditorium and the special sections will convene at the Y. M. I. hall, covering the parochial school, High School, College, University and Seminary work of the Catholic school system.

The Most Rev. Archbishop has appointed the following Committee of Arrangement:

San Francisco—Very Rev. P. J. Foote, S. J., and the Revs. P. O'Ryan, John W. Sullivan, Peter C. Yorke, D. D., P. R. Lynch, John E. Cottle, Joseph A. McAuliffe, P. T. Collopy, Father Idephonse, O. F. M., P. E. Mulligan, John Butler, John Harnett, Father Aegidius, O. F. M., J. S. Rice, O. P., John Rogers, Timothy P. Moynihan, M. D. Connolly, W. Lyons and the Rev. Brothers Joseph Gallagher, Timothy and Gregory.

Oakland—The Very Revs. Walter F. Thornton, S. J., and H. A. Ayrinhac, S. S., and the Revs. Charles R. Baschab, J. P. Praught, P. X. Morrison, John Hennessy, P. J. Quinn, Father Maximilian, O. F. M., M. J. Barry, Robert Sampson, P. J. Keane, E. P. Dempsey, J. J. Sullivan, P. A. Foley, James Kiely, William E. McGough, J. M. Cassin, William H. Culligan, S. J., D. J. McKinnon, Francis Garvey, J. B. Hannigan, J. J. Cunningham, S. J., C. A. Buckley, S. J., Father Woods, S. J., C. V. Lamb, O. P., John R. Cantillon, Denis Bailey, P. Blake, Joseph D. O'Brien,

LOWER PRICES FOR SCHOOL TEXTBOOKS

In former years when the material and labor entering into the manufacturing cost of school textbooks could be purchased at minimum prices, publishers in their anxiety to secure large contracts, such as city adoptions and state adoptions, were induced to make special concessions in prices, here and there, and contract to sell books at unusually low figures. Now, state law in Illinois, as in a few other states, requires publishers to sell books at the lowest figure at which they are sold anywhere in the United States. In this era of high prices this law works greatly to the benefit of patrons of the public schools even tho for the time being it works a hardship upon the publishers. The new Illinois law, enacted at the last session of the state legislature, was approved June 27, and went into effect July 1, 1917. The section regulating prices enables the school children of Illinois to buy schoolbooks in this era of unusually high prices for less money than ever they have paid heretofore. This is a condition scarcely to be expected in these times because all of the conditions which make for high prices in the various commodities of commerce also make for increased cost in the manufacturing of school textbooks.

The law requires every publisher who wishes to sell schoolbooks to the public schools in Illinois to file with the State Superintendent of Public Instruction copies and prices of all textbooks, regular and supplementary, which are to be placed on the market for the Illinois schools. Thus any teacher or parent can learn just what price should be paid for any particular text by inquiring of the State Superintendent at Springfield.

This new law, as it regards the purchasing price of textbooks, puts the children of the smallest public school district in Illinois in the same favorable position with the children in the largest cities where the biggest purchasing contracts for books are made, or with children in those states where state adoption prevails and books

are bought by carloads. From the many hundreds of elementary school textbooks filed and listed with the State Superintendent at stipulated prices the smallest and most remote rural school in the great state of Illinois may choose its own books, selecting those best suited to the community's peculiar local needs, and the pupils are guaranteed prices as low as the lowest at which the books are sold anywhere in the United States.

In Illinois the law prescribes that retail dealers handling schoolbooks shall not sell textbooks at an advance of more than 15 per cent of the list or wholesale price. If the school district purchases and sells the books direct to the pupils this 15 per cent may be saved. Buying thru the dealers, the Illinois school pupil this year pays for a well-known first reader 26 cents, while last year he paid 30 cents. On the fifth book of a five-book series of readers the pupil pays 56 cents this year, while he paid 65 cents last year. There is a saving of 32 cents on the reading books of a well-known five-book series. On the reading books of an eight-book series there is a saving of 51 cents. In purchasing a well-known United States History the Illinois pupil this year pays 87 cents to the dealer, while a year ago he paid a dollar. In purchasing one of the newest and most popular texts on geography the Illinois pupil saves 9 cents on the first book and 17 cents on the second book. From 5 cents to 8 cents a copy is saved in the purchase of an arithmetic. The high school pupil who purchases a history of American literature saves from 18 to 20 cents on his book. And so the prices run thruout the list of more than a thousand different textbooks made available to the public school children of Illinois.

With all of this reduction in prices, publishers are constantly improving the character of the textbooks and the quality of the material in their mechanical make-up. Undoubtedly the publishers are giving the school children of America the best school textbooks in the world and at prices amazingly low, especially in these times of high prices of labor and material.

Department of Superintendence National Education Association

Atlantic City, N. J., February 25 to March 2, 1918

OFFICERS FOR 1917-18

President—Thomas E. Finegan, Deputy Commissioner of Education, Albany, N. Y.

Vice-President—A. A. McDonald, Superintendent of Schools, Sioux Falls, S. Dak.

Second V. President—Carlos M. Cole, Superintendent of Schools, Denver, Col.

Secretary—Lida Lee Tall, Supervisor of Grammar Grades, Baltimore, Md.

The 1918 Annual Meeting of the Department of Superintendence of the National Education Association will be held in Atlantic City, N. J., February 25 to March 2. Various departments of the N. E. A. and affiliated societies in the habit of meeting with the Department of Superintendence will also meet this year in connection with the department meeting. Atlantic City is well equipped with good convention hotels. It is, in fact, a city of hotels, there being more than one hundred large ones and nine hundred smaller ones. The local committee

and one block wide. On account of this compact arrangement of the hotels there is no particular advantage in being at the headquarters hotel. Rooms can be had ranging in price from a dollar to ten dollars a day.

The Hotel Breakers has been chosen as the headquarters for the secretary and his assistants. It is just across the noted board walk from the Garden Pier. In this hotel will be the Registration Exhibit headquarters. The hotel will take care of 1,400 guests. Many meetings



Thos. E. Finegan, Depty. Com. of Education, Albany, N. Y., Pres. Dept. Supts., N. E. A.

has guaranteed a special list of N. E. A. hotels at which prices will be satisfactory and which hotels will contribute to the general convention fund 10 per cent of its convention receipts for defraying the convention expenses. Members and visitors are asked to secure a list of N. E. A. hotels, with rates, from Mr. J. W. Crabtree, Secretary N. E. A., 1400 Massachusetts Ave., N. W., Washington, D. C., and write direct to the hotel chosen for reservations. All of the hotels are good, and they are nearly all arranged in a rectangle ten blocks long



J. W. Crabtree, Secretary, N. E. A., Washington, D. C.

The Catholic School Journal

will be held in its Egyptian Roof Garden, accommodating 1,000 to 1,500 people. The Traymore will be the headquarters for department officers and N. E. A. officers.



D. W. Hayes, Pres. State Normal, Peru, Neb., Pres. Nor. Dept., N. E. A.



Miss Adelaide Baylor, Indianapolis, Ind., Secy. National Council, N. E. A.

PROGRAM

FOR THE MEETING OF THE DEPARTMENT OF SUPERINTENDENCE

February 25-March 2, 1918

FIRST SESSION

Supt. Randall J. Condon, presiding

Topic—"Legislation and Americanization."

1. "Three Essentials in a State Program." Pres. Thomas E. Finegan, Department of Superintendence, Deputy Commissioner of Education, New York State.
2. "The Massachusetts Law at Work." Walter I. Hamilton, Agent, Massachusetts Board of Education.
3. "Woman's Share in the Americanization of Women." Mrs. Nathaniel E. Harris, Vice President, the Council of Women in the United States.

Discussion—Led by Dist. Supt. Henry E. Jenkins, New York City.

SECOND SESSION

W. C. Smith, Supervisor of Immigrant Education, New York State, presiding

Report of Committee on Organization of the National Education Association (20 min.) Wm. B. Owen, Chicago, Ill., Chairman.

Discussion from the floor.

Report of Committee on Publicity. Charles H. Judd, Chicago, Ill., Chairman.

Report of Commission on Administrative Legislation. Charles E. Chadsey, Detroit, Mich., Chairman.

Report of Committee on Co-operation with School Boards. Fred M. Hunter, Oakland, Cal., Chairman.

Business Meeting.

THURSDAY AFTERNOON, FEBRUARY 28

Round Table Conferences

(Programs to be announced later)

(a) State Superintendents—F. B. Pearson, State Superintendent of Public Instruction, Columbus, Ohio, Chairman.

(b) County Superintendents—Lawton B. Evans, Superintendent of Schools, Augusta, Ga., Chairman.

(c) Superintendents of Cities with Population Over 250,000—E. C. Hartwell, Superintendent of Schools, St. Paul, Minn., Chairman.

(d) Superintendents of Cities with Population Between 25,000 and 250,000—H. E. Johnson, Superintendent of Schools, Ogden, Utah, Chairman.

(e) Superintendents of Cities with Population Under 25,000—L. H. Minkel, Superintendent of Schools, Fort Dodge, Iowa, Chairman.

(f) Compulsory Education, School Census, and Child Welfare—J. M. Gwinn, Superintendent of Schools, New Orleans, La., Chairman.

THURSDAY EVENING, FEBRUARY 28

Address by Woodrow Wilson, President of the United States, or by a member of his Cabinet.

Address by Jules J. Jusserand, French Ambassador to the United States.

Address—A Message from France. John Huston Finley, President of the University of the State of New York.

FRIDAY MORNING, MARCH 1

National Responsibility for the Education of the Colored People:

W. T. B. Williams, Field Agent for the Jeanes Fund and the Slater Fund, Hampton Institute, Hampton, Va. (27 min.); R. B. Moton, Principal, Tuskegee Institute, Tuskegee, Ala. (27 min.); Kelly Miller, Dean, Howard University, Washington, D. C. (27 min.); Isaac Fisher, University Editor, Fisk University, Nashville, Tenn. (27 min.).

Discussion—James H. Dillard, Charlottesville, Va. (15 min.); Samuel C. Mitchell, President, Delaware College, Newark, Del. (15 min.).

FRIDAY AFTERNOON, MARCH 1

We shall have several topics presented relating to the war situation by speakers of national prominence in their special fields.

OTHER DEPARTMENTS AND SOCIETIES

Other meetings in connection with the Department of Superintendence will be the National Council of Education, Conferences of State Normal School Workers, National Society for the Study of Education, Society of College Teachers of Education, American School Peace League, Conference of Teachers of Education in State Universities, Association of Principals and Secondary Schools, School Garden Association of America, Association of High School Supervisors and Inspectors, National Federation of State Education Associations, International Kindergarten Union, National Conference of Deans of Women, Educational Press Association of America, American Home Economics Association, National Association of State Inspectors and Supervisors of Rural Schools, Educational Publishers' Association, Council of State Superintendents, National Congress of Mothers and Parent-Teacher Associations, National Council of Primary Education, National Council of Teachers of English, and National Association of Teachers' Agencies.

1. Topics—"A National Program for Local Needs." "Federal Co-operation Needed." "State Conditions."

Pres. Mary C. C. Bradford, Colorado, N. E. A.
Commissioner John H. Finley, New York.
Commissioner C. N. Kendall, New Jersey.
Commissioner Payson Smith, Massachusetts.
State Supt. Fred L. Keeler, Michigan.
State Supt. Nathan C. Schaeffer.

2. "The Home Teacher—War Americanization." Mrs. Frank H. Bliss, Washington, D. C., Vice Chairman, National Committee of One Hundred.

3. "Federal Legislation—The Next Step." H. H. Wheaton, Specialist in Immigrant Education, Bureau of Education, Washington, D. C.

Discussion—Led by Supt. Henry Snyder, Jersey City.

TUESDAY EVENING, FEBRUARY 26

Music—Orchestra, Atlantic City High School.

Invocation—Rev. Henry M. Mellen, First Presbyterian Church, Atlantic City.

Addresses of Welcome—Charles B. Boyer, Superintendent of Schools, Atlantic City, N. J. Calvin N. Kendall, State Commissioner of Education, Trenton, N. J. His Excellency Walter E. Edge, Governor of the State of New Jersey.

Response—Mrs. Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo., and President of the National Education Association.

Address—His Excellency Charles S. Whitman, Governor of the State of New York, Albany.

WEDNESDAY FORENOON, FEBRUARY 27

Centralizing Tendencies in Educational Administration:

- (a) Limitations of State control in public education (20 min.) Payson Smith, State Commissioner of Education, Boston, Mass.

- (b) The county as a unit for local administration (20 min.) A. S. Cook, County Superintendent of Schools, Towson, Md.

- (c) The township as a unit for local administration (20 min.) R. B. Teitrick, Deputy State Superintendent of Public Instruction, Harrisburg, Pa.

- (d) How a state department may stimulate local initiative and increase efficiency (20 min.) George D. Strayer, Teachers College, Columbia University, New York City.

Discussion—C. P. Cary, State Superintendent of Public Instruction, Madison, Wis. (10 min.); J. Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C. (10 min.); Mrs. Josephine C. Preston, State Superintendent of Public Instruction, Olympia, Wash. (10 min.); A. A. McDonald, Superintendent of Schools, Sioux Falls, N. Dak. (10 min.); Miss Charl Ormond Williams, Superintendent of Education for Shelby County, Memphis, Tenn. (10 min.).

WEDNESDAY AFTERNOON, FEBRUARY 27

Opportunity and Leadership in American Education:

- (a) The place of the privately supported and managed institution (24 min.). Alexander Meiklejohn, President Amherst College, Amherst, Mass.

- (b) The place of the state supported and managed institution (24 min.). Benjamin Ide Wheeler, President, University of California, Berkeley, Cal.

- (c) The place of the educational institutions for women (24 min.). Mrs. Kathryn Sisson McLean, Dean of Women, Ohio Wesleyan University, Delaware, Ohio.

- (d) The place of the educational foundation (24 min.). George P. Vincent, President, Rockefeller Foundation, New York City.

- (e) The view of the entire situation from the outside (20 min.). Elihu Root, New York City.

WEDNESDAY EVENING, FEBRUARY 27

Re-education of Crippled Soldiers. Major Wilson H. Henderson, War Department, Washington, D. C.

(Subject to be announced later.) P. P. Claxton, United States Commissioner of Education, Washington, D. C.

THURSDAY FORENOON, FEBRUARY 28

9:30 o'clock

Report of the Committee on Investigation of "Economy of Time in Education" (1 hour). Dr. Harry B. Wilson, Topeka, Kan., Chairman.

PICTURE STUDY

By the Editor

THE WOUNDED HOUND—ANSELL

The picture presented for study this month is a reproduction from the painting of an English artist, Richard Ansell. He lived and worked in the last century. The artist must certainly have been a lover of animals because his paintings were nearly all portrayals of animals or animal scenes. He was especially fond of dogs and many of his best paintings are of dogs in various phases of life and activity. In the technical correctness of his paintings of animals he did not always please the art critics. Nevertheless his paintings were of a sort that appealed to the popular taste. He was very successful in giving that almost human expression to the face and eyes of an animal.

In this picture of "The Wounded Hound" we have a group including human and animal life in close sympathetic relations. It is a picture which one cannot pass by with indifference. It is sure to hold one's attention, to appeal to one's sympathy and to arouse one's kindly feeling for the hurt animal.

As most of the views of the artist's paintings were found in mountainous regions of northern England and Scotland it is quite likely that the view here portrayed in this picture discloses a room in a peasant's hut in that region of country. The wounded dog belongs to the well known family of dogs known as hounds. Its large drooping ears are typical of the bloodhound, and it is evident that the dogs in this group were useful in hunting the deer, the wolf and the wild boar in the mountains of northern England and Scotland a half century or three-quarters of a century ago. It is quite possible that the hound received his wound in chasing a wounded stag on a hunting trip, for which purpose the hound is used on account of its keenness of scent. The stag when cornered will turn and combat the pursuing enemy whether it be man or beast. Possibly in such a combat the hound received his wound.

It is plain to be seen that the man in the picture thinks a great deal of the hound. He has cleansed the wound and applied medicine with bandages as carefully as if the hound were a human being. As the man looks into the face of the hound the dog responds with a look of gratitude for the kindness that has been shown him. What a fine, large, strong animal he is and what a success he must be in the chase in an animal hunt.

It is easy to see that the other dogs in the picture belong to a different family from that of the bloodhound. The large one by the side of the wounded hound may possibly be what is called a staghound, an animal almost as large and powerful as the bloodhound and with rough shaggy hair and smaller drooping ears. It is quite evident from this companion's attitude that he sympathizes greatly with this wounded dog. He appears to have lifted his head while uttering a howl or cry of sadness characteristic of some dogs. The small dog by the side of the man is looking with hurt feeling upon the proceedings, apparently realizing that something serious has happened to the large bloodhound. Not more interested and sympathetic than these dogs for the wounded animal is the little girl standing beside her father. The folks and the dogs in the picture all seem to suffer in a way, because the valued hound is suffering from his wound.

In the corner of the room is noted a relic of the chase, the head and antlers of a deer. Beside it are a jug and a bottle from which place, perhaps, the man has taken the bottle of medicine which he is using on the hurt limb of the dog. One can see some of the fine touches of the artist by closely observing that in the bottle the liquid is easily distinguished, and just how far up on the side of the bottle it reaches. One can see plainly the water dripping from the hand of the man as he squeezes the sponge which he has been using. One also notes that the dog is lying on a comfortable bed of hay

or straw. There are many points of interest to be noted in the picture, and the more one dwells upon it the more one sees that is worthy of comment. As we do not have the picture in its original coloring one may be interested profitably in determining the various colors to be used in portraying the animals, the clothing of the persons in the picture and other objects shown. The whole picture speaks to us appealingly and it commends to us the warm-hearted appreciation which the artist certainly had for dogs and other animals.

QUESTIONS FOR STUDY

- What is the central figure in this picture?
- What is the most appropriate title for the picture?
- Describe the central figure in the picture.
- Tell what is being done for him.
- What lesson does the picture suggest to you?
- Do you think animals appreciate kindness?
- What can you say of the other animals in the picture besides the wounded dog?
- If dogs could talk, what do you think each of these animals would probably say?
- If you were to give the name to each of these dogs, what would you name them?
- Describe the man in the picture and tell something of what you think of his character.
- Why do you think he would be kind to animals?
- How do you suppose the hound received his injury?
- Do you think his wound has been well cared for?
- Name some objects you see in the picture besides the persons and the dogs.
- What do you suppose the little girl has asked the man about the dog?
- What has the man told her?
- What differences do you see in the two large dogs in the picture?
- Does this picture make you feel that you should always be kind to dogs?
- Do you know of any case where a dog has rendered noble assistance to human beings?
- Write a story of The Wounded Hound.

THE ARTIST

Richard Ansell, the artist who painted "The Wounded Hound," was born in Liverpool, England, in 1815. Here he was educated. He studied art at the local academy, but he acquired most of his training by independent sketching and study travels in the north of England and Scotland. When twenty-five years of age he made his first art exhibit at the Royal Academy in London, the pictures consisting of "A Galloway Farm" and "Grouse Shooting."

In 1847 Ansell removed to London. In 1856 he contributed his first painting to the walls of the Royal Academy, which was entitled "The Drover's Halt." During the years of 1856 and 1857 he visited Spain and it is said that this visit influenced both his subjects and his technique.

After Landseer, who greatly influenced him, Richard Ansell was the most popular animal painter of England, with a wide range of subjects made interesting by a dash of humor and sentiment. While "The Wounded Hound" is one of his good pictures, his best painting is said to be "The Combat of Red Stags." Among the most famous of his other pictures are "The Death," painted in 1843; "The Shepherd's Revenge," and "Fox-Hunting in the North," in 1855; "The Highland Cattle-Fair," in 1874, and "The Wolf-Slayer" and "Turning the Drove," for which he received a gold medal at the Paris Exhibition, in 1855. In 1850, and during some years later he painted in conjunction with Thomas Creswick, the landscape-artist, several pictures, "The South Downs," "The Drover's Halt" and "The Park." While Mr. Ansell was in Spain in 1856 and 1857 he painted "The Water-Carrier" and "Mule Drinking," and later, under Spanish influence,

(Continued on Page 442)



From Painting by Richard Ansdell

THE WOUNDED HOUND

MUSIC IN THE GRADED SCHOOLS

IRIS HIBBARD COOK

TIME PROBLEMS

In the First Grade the children were taught to tap the rhythm of songs with the finger and the pulse with the foot, the long and short notes were represented by dots and dashes on the blackboard. After a careful review of these exercises, ask the class to turn to the book, singing a short song as they point to the notes, then tapping the rhythm and pointing to the notes at the same time.

"Did the notes all sound alike?"

"No; some were held longer than others."

"Do the notes all look alike?"

"No; some are black and some are white, some have stems and flags while others do not."

"Find a long note and tell me how it looks; a short note."

When the questioning has led the class to recognize



the long and short notes by sight as well as by ear, the teacher may place the different note values on the blackboard, whole note (Fig. 1), half note (Fig. 2), quarter note (Fig. 3), and eighth note (Fig. 4), and teach their relative values.

A whole note is held twice as long as a half note, a half note twice as long as a quarter note, and the quarter note twice as long as the eighth. "It will take how many half notes to equal a whole note, how many quarter notes?" Continue the computing of the different values until the pupils can answer readily any value called for.

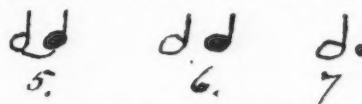
When we presented the staff we said that a sign hung in front of the song to tell us where to find do, what to call the key, and whether our pitch names were plain letters or sharps and flats. "Look carefully at the little exercise on the blackboard, beginning at the left end of

four-four, two-four and six-eight. The ear distinguishes only two kinds of time, waltz time and march time; no one will be able to tell the difference between two-four and four-four, so these must be carefully explained, as well as six-eight; here, again, let the children guess which they hear, always telling them whether they have guessed correctly. Do not mix the two effects produced by six-eight time, if you have been beating the time like two-four, down, up, with three notes on the beat do not sing a slow song which will require the full six beats for some time; however, explain the six-eight time signature exactly like the others, the six the number of beats in one measure, the eight the kind of note which receives the beat. The class will not fail to understand that three time beats have been sung on one movement of the baton.

Find a song containing the dotted half note or place the phrase here given on the blackboard and explain the

dot by comparing it to the quarter note.

The half note tied to the quarter (Fig. 5) is sung la—, one tone held for three beats, the half note followed by a quarter note but not tied to it (Fig. 6) is sung la-la, the half note receiving two beats and the quarter note



one, the dotted half note (Fig. 7) is sung la—, the same tone held for three beats. Did the dotted half note sound like either of the others? Yes, the first one, and they are equal in value, that is the dot receives half as much time as the half note it follows or the same as the quarter note, one beat. Use the same explanation for



the first bar of music, and tell me everything you see."

The bar, the clef sign, the key signature, two sharps and two figures placed one above the other. Every song has two signs in front of the door; this second sign is called the time signature. The top figure tells how many beats will be given to each measure and the lower figure tells what kind of a note receives one beat. Let the children sing several songs and exercises while looking at the notes to impress the number of beats given to each note.

"How many beats does the half note receive? How much time will the eighth note receive?"

The pupils will observe that this song has the same number of beats between each two bars regardless of the number of notes; when half notes are found only two will fill the measure, while it will require eight eighth notes for four-four time. Teach that the bars are vertical lines crossing the staff, dividing the song into measures, each measure being given a certain number of pulse beats. The measure is the amount of music between any two bars and the double bar marks the end of the part and song.

Sing songs in different time values and ask the children to explain the time signatures, taking three-four,

the dotted quarter note and then teach the statement that the dot is given one half as much time as the note receives which it follows.

The teacher has been beating the time for the class with the hand or baton and the children may not be allowed to do it for themselves and each other. Let some child who volunteers come before the class and beat the time as the others sing, two-four time down, up, three-four down, right, up, and four-four down, left, right, up; if they can all beat the time correctly take up the beat notes and the after beat notes.

The term we have used to name these time problems really explains them; the beat note is the note sung exactly on the beat, the after beat is the one which follows and may be any kind of a note. They are divided into three groups, however, according to time values the beat note and the after beat note both equal in length as two



eighth or two sixteenth notes (Fig. 8), the beat note long and the after beat note short as the eighth and

sixteenth (Fig 9) and the beat note short and the after beat note short as the sixteenth followed by the eighth (Fig 10). The last is rather an unusual type in simple songs and may not be encountered in the lower grades, and I should omit it until the children had occasion to use it in their songs. Note that beat and after beat notes which are equal in length look alike, while those of unequal length do not.

Choose a song in two-four time, ask the pupils to explain the time signature, show them which beat begins the song and allow them to beat the time together as they sing the song thru. The eighth notes in this song will be given only half of a beat, or we will sing two on every beat. When there are only two notes in the measure of equal length each note will be a beat note, but as in this little tune there are many notes of different values some will be beat notes and some after beat notes. Let the children pick out the beat notes all thru the song and show them that the after beat may sometimes come on the dot. Usually when the same word is held for more than one beat it is a dotted note, but when the after beat comes on another word it also takes another note.

In the song illustrated when the quarter note is held more than a beat it has a dot after it and the dot is equal to an eighth note, in four-four time the dot after the half note adds a whole beat, making the after beat note a quarter note, the dot after the quarter adds half of one beat and the after beat note is an eighth. In

four-eight time the dot after the quarter note adds a whole beat but the after beat note is still an eighth note, and the same conditions are true in three-eight time. In this way go thru all possible combinations of dots and separate after beat notes showing that the time signature will change the values of the same kind of notes, developing four-eight time from two-four, three-eight from three-four and slow six-eight with six beats to the measure from three-eight.

When the sixteenth notes have become common in the songs the children sing explain its value in the same way as the eighth note was taught, showing that it carries two flags instead of one, it is more patriotic than the eighth note. In four-eight time the dot after the eighth note with the value of the sixteenth adds a half of one beat, in two-four, three-four and four-four it adds a quarter of a beat and is still represented by the sixteenth note.

All of these time problems and the nomenclature of the staff are taught from the observation song by placing some simple unfamiliar song on the blackboard complete and allowing the class to discover all of the names of the different characters. Time problems, rhythm, note values, bars, beats, measures and signatures are all explained and well impressed in this way and the children learn them in a practical way in relation to the other characters on the staff and in the positions in which they will later be required to recognize them, not as isolated rules or definitions.

Jack Frost.

Iris Hibbard Cook.

Jack Frost is a jol-ly elf. He changes the trees
red and brown. The hills are white where his breath is blown,
He's Call-ing to tell us Au-tumn has come.

THE SNOWBIRDS

In the rosy light trills the gay swallow,
The thrush in the roses below;
The meadow-lark sings in the meadow,
But the snowbird sings in the snow.
Ah me! Chickadee!
The snowbird sings in the snow.

The blue marten trills in the gable,
The wren in the yard below;
In the elm chatters the bluejay,
But the snowbird sings in the snow.
Ah me! Chickadee!
The snowbird sings in the snow.

High wheels the gray wing of the osprey,
The wing of the sparrow drops low,
In the midst dips the wing of the robin,
And the snowbird's wing in the snow.
Ah me! Chickadee!
The snowbird sings in the snow.

I love the high heart of the osprey,
The meek heart of the thrush below,
The heart of the lark in the meadow,
And the snowbird's heart in the snow.
But dearer to me, Chickadee!
Is that true little heart in the snow.

—Hezekiah Butterworth.

OUR COUNTRY'S FLAG

(May be recited or sung to the tune "America")

Our country's flag we raise
Each star and stripe we praise,
Emblem of love.
Banner of liberty,
Float o'er our country free;
Honors we give to thee,
Wave thou above.

Wave thou our nation's pride,
O'er vale and mountain side,
Glorious and free.
If on the battle field
Our lines we're called to yield,
Thy folds we'll ever shield;
We'll follow thee.

Our ships in every clime
Bear thee aloft sublime
Thou art supreme.
Banner of azure hue,
Float o'er our brave and true,
No foe shall e'er undo
Thy hold supreme.

—Anson A. Gard.

FOR THE FEBRUARY BLACKBOARD

Mrs. E. C. Garson


 FEBRUARY

1918

	1	F	15	Susan B. Anthony-1820
	2	S	16	
Horace Greeley-1811-	3	S	17	
	4	M	18	Galileo-1564
Ole Bull-1810	5	T	19	
	6	W	20	
Charles Dickens-1812	7	T	21	
Jules Verne-1828.	8	F	22	George Washington-1732
	9	S	23	
Charles Lamb-1775.	10	S	24	
Thomas A. Edison-1847	11	M	25	
Abraham Lincoln-1809	12	T	26	
	13	W	27	Henry W. Longfellow-1848
	14	T	28	

BETTER MOTION PICTURES FOR SCHOOLS

Teachers everywhere are struggling with the problem of better motion pictures, and in most centers their success is indifferent. Teachers find it difficult to find "better pictures" and when worth-while films really are found, managers of motion picture theaters hesitate about booking them, for it is unfortunately an established fact that the average so-called "better picture" does not bring profit to the theater. And the theater manager, like any other business man, deals in the goods that sell the best.

Paramount Pictures Corporation believes it has solved the "better pictures" problem in presenting Benjamin Chapin's "The Son of Democracy," a series of ten stories, each complete in itself, each consuming thirty

"The Son of Democracy" begins with the birth of Abraham Lincoln in the famous log cabin. It shows the strong influence of Nancy Hanks Lincoln, her sweet character, the rough, uneducated Tom Lincoln, and young Abe's efforts to learn to read and write. Later,



President Lincoln (Benjamin Chapin) and His Boys

"The Son of Democracy" portrays Lincoln's war problems, his convictions regarding slavery, and treats with great sympathy the conflict of ideas between the North and South.

The "boy" stories are crowded with simple humor. Young Abe is shown as a typical boy with the point of view of youngsters of the period. The president stories are inspiring and especially timely.

The National Board of Review of Motion Pictures reports, "Benjamin Chapin has developed a fine conception of a period of American history, and Lincoln, with his pathos, humor and greatness, lives again upon the screen." The National Board's comment in detail is Entertainment value, excellent; Historical value, excellent; Educational value, excellent; Moral effect, excellent.



Benjamin Chapin as Abraham Lincoln

minutes in the screen presentation. One is to be released each week, and the first is to be ready early in February.

"The Son of Democracy" is made up of dramas from the life of Abraham Lincoln. Benjamin Chapin, a Lincoln authority, lecturer, and the best impersonator of the martyred president, has been working five years on "The Son of Democracy."

Mr. Chapin understands, as teachers have learned, that the "best" picture is the one that first entertains. Purely historical pictures and "educational" fail in their purpose for they are usually dry and uninteresting. Abraham Lincoln's life—as boy and man—is so dramatic, so full of humor and pathos, containing every element of dramatic value, that Mr. Chapin has been



The Birth of Abraham Lincoln (Benjamin Chapin as Tom Lincoln) able to make each of his stories first class entertainment. He has solved the exhibitor's problem, for these are "better pictures" that will satisfy the manager; they will please the motion picture "fans," and they are historically correct, inspiring and powerfully, tho subtly educational.

LIKE WASHINGTON

(For a Boy)

We're gathered here with one accord,
The day to celebrate
That gave the world a Washington,
So wise, so good, and great.

I love the name of Washington,
And when of him I read,
Oh, how I long to imitate
Each noble thought and deed!

But to this audience I'm quite sure
It must be very plain
That all my wishes to be wise
As he will be in vain.

And as for greatness, this, my friends,
I fear is sadly clear,
To it there is one obstacle,
And that, alas, is here. (Points to his forehead)

But though as wise, nor yet as great,
I may not hope to be,
Perhaps I may, by trying hard,
Become as good as he.

Yes, boys, we must successful be,
If working on this plan,
For each of us, I'm sure, can make
A true and honest man.

—Selected.

DRILLS, GAMES AND EXERCISES

May Ermentrout Smith, Physical Director, Chicago

(Any teacher wishing further help regarding the execution of these games, or wishing information about any special sort of games, drills, or exercises for elementary classes, will receive such help if a letter of inquiry inclosing 10 cents is addressed to Mrs. Mary E. Smith, 423 North Central Ave., Chicago, Ill.)

ROUNDEL FOR SCHOOLROOM, GYMNASIUM OR PLAYGROUND

Explanations are given for school room with suggestions when a change would be necessary for outdoors, gymnasium or platform exhibition.

Formation, in the aisles aside of seats to the right.

Two signals. First, pupils stand. Second, raise seats

3. Step backward again with left foot.
4. Same as 2, heels together.
5. Side step right with right foot.
6. Heels together.
- 7, 8. Repeat 5, 6.

These two measures (sixteen counts) completes a square around one's own desk. Without the desks (in the gymnasium the pupils will have to watch each other

Roundel.

Children go, to and fro, In a merry, pretty row; Foot-steps light, faces bright;
 'Tis a happy, happy sight. Swiftly turning round and round, Do not look up on the ground;
 Follow me, full of glee, Singing merry-ly. Singing merry-ly, merry-ly, merry-ly,
 Singing merry-ly, merry-ly, merry-ly, Follow me, full of glee, Singing merry-ly.

and stand erect in middle of the aisle, arms hanging at sides in a natural manner.

STANZA I

Measure 1. Use eight counts to a measure.

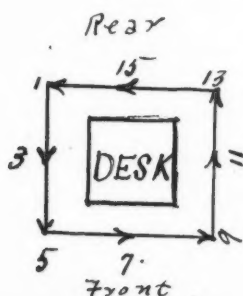
Children go to and fro,
 In a merry, pretty row.

1. Step forward with left foot.
2. Bring up right foot (heels together).
3. Step forward with left foot.
4. Same as 2, heels together.
5. Side step left; 6, heels together.
7. Side step left; 8, heels together.

Measure 2.

1. Step backward with left foot.
2. Bring right foot back (heels together).

I



to keep the lines straight, in the schoolroom the furniture helps the lines.

Measures 3 and 4. Counts 16. Mark time to the words.

1	2	3-4	5-6	7-8
Foot	steps	light,	faces	bright
1	2	3	4	3
4				4
'Tis	a	hap - py,	hap - py	sight

Measures 5 and 6. Counts 16. A quarter turn to left for every two counts, either marking time or turning on left heel on count 1, heels together on 2. This gives two complete turns, while singing the following:

"Swiftly, turning round and round,
 Do not look upon the ground."

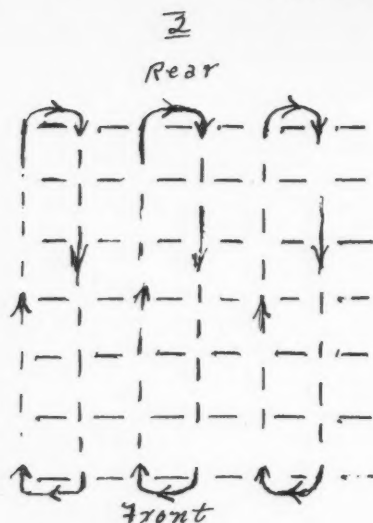
Measures 7 and 8.

- Aisles 1, 3, 5. Right about turn.
 Aisle 2. Follow aisle 1 around row 1.
 Aisle 4. Follow aisle 3 around row 3.
 Aisle 6. Follow aisle 5 around row 5.

Counts 16. This brings the last pupil in aisles 1, 3, 5 to the front of the room in aisles 2, 4, 6, respectively, while singing—

"Follow me, full of glee,
 Singing merrily."

Measures 9 and 10. Pupils continue march around the row of desks and reach own seat at the end of the sixteenth count. (Rows 1, 3, 5 turn front on reaching



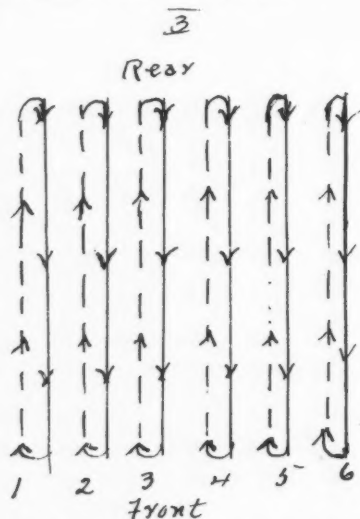
their own seat.) Words—

"Singing merrily, merrily, merrily,
Singing merrily, merrily, merrily."

Measures 11 and 12. The action of measures 1 and 2 is repeated, the counts as follows:

1	2	3-4
Measure 11—"Fol - low me,		
5	6	7-8
Full of glee."		
1-2	3-4	
Measure 12—"Sing - ing		
5	6	7-8
Mer - ri - ly."		

Note—Measures 7, 8, 9, 10 in the gymnasium, the first pupil in each file turns to right and marches to rear, at end of measure 8 all have backs to the original position; on first count of measure 9 the leaders turn to right and marches back to own place.



As an interlude between stanzas hum last measure.

STANZA II

(Each line a measure)

1. Birds are free, so are we,
2. And we live as happily.
3. Work we do, study, too;
4. Learning daily, something new;
5. Then we laugh, and dance, and sing,
6. Gay as birds or anything;
- 7-12. Same as Stanza I.

Measure 12. In rhythm with the music, a motion as of birds flying. (Have pupils move shoulder blades in flying motion. Remember birds do not fly by making the feathers move the wing; the wing moves the feathers, so the shoulder blades move the arms and fingers, not vice versa.)

Measure 3.

"Work we do; study too,
Daily learning, something new."

1. Hands to shoulders.
2. Arms forward.
3. Hands to shoulders.
4. Arms at side.
5. Hands to shoulders.
6. Arms out at sides.
7. Hands to shoulders.
8. Arms at sides.

Measure 4.

1. Hands to shoulders.
2. Arms upward.
3. Hands to shoulders.
4. Arms at sides.
5. Hands to shoulders.
6. Arms down at sides.
7. Hands to shoulders.
8. Arms down at sides.

Measure 5. Hands on hips, left knee slightly bent, right foot to right, tip of toe touching floor. With rhythm of music, bend and straighten left knee with a springing motion.

Measure 6. Same as measure 5, but on right side.

Measures 7, 8, 9, 10, 11, 12. Same as in Stanza I. (Hum last measure as an interlude.)

STANZA III

Position (on last count of the measure hummed). Rows 1 and 2 face each other; also 3 and 4, also 5 and 6.

Words—

1. Work is done, play's begun;
2. Now we have our laugh and fun;
3. Happy days, pretty plays,
4. And no naughty, naughty ways,
5. Holding fast each other's hand.
6. We're a happy, happy band.
- 7, 8, 9, 10, 11, 12. Same as Stanza I.

Measure 1. Counts. Bean Porridge motion.

"Work is done, play's begun;
Now we have our laugh and fun."

1. Slap own thighs, by bringing the hands down with an outward sideward motion.

2. Clap own hands.
3. Partners clap each other's hands.
4. Pause.
5. Same as 1.
6. Same as 2.
7. Same as 3.
8. Same as 4.

Measure 2.

1. Slap thighs.
2. Own hands.
3. Partner's right hand.
4. Own hands.
5. Partner's left hands.
6. Own hands.
7. Face front hands at side.
8. Pause.

Measure 3. Count 1. Clap hands overhead.

Count 2. Slap thighs.
Continue thruout the measure.
Clap on uneven counts.

Measure 4. Slightly turn toward "Bean Porridge" partner and shake right forefinger at each other, the other hand at side but expressive of action. (I tell the pupils to make believe the palm is floating on water.)

Measures 5 and 6. Take each other's right hand and swing forward on uneven counts, back on even counts.

Measures 7 to 12. Same as Stanza I. Finish with two signals, one to lower seats, the other to be seated.

DOMESTIC SCIENCE AND HOUSEHOLD ARTS

WAR BREAD FROM SMALL POTATOES

By P. G. Holden

It is hardly possible to estimate from a standpoint of food conservation the great value of potatoes as a substitute for wheat and other grains in the making of bread.

One hundred million bushels of small potatoes will save 100,000,000 bushels of wheat. About 30 per cent of the annual potato crop in the United States consists of small potatoes, which are unmarketable, made little use of, practically wasted, almost a total loss to the country. The small potatoes can be substituted for one-



third the wheat flour used in making bread. Potato bread is better bread in every way than bread made entirely of wheat or a combination of wheat and other grains.

The use of potatoes in bread is economical at any time. It is patriotic at this time; it utilizes waste pota-

toes; saves wheat and other grain which can be exported; saves corn, barley and oats which can be used to produce meats and fats for our soldiers; gives us white, moist and wholesome bread for every meal; does not require extra work for the housewife, nor change the usual custom and practices of the home; means two and one-third wheatless days a week, ten wheatless days a month, four wheatless months a year.

Saves Waste of Potatoes

Potatoes are grown in every section of the country, found in every home, and are a universal food. Every family can produce them. Potatoes are an abundant crop in the United States; the possibilities of increasing the total yield in this country cannot be estimated. Potatoes are a perishable crop—cannot be exported to foreign countries, cannot be carried over from one season to another. The potatoes we grow in this country we must use at home. The nature of potato starch is so nearly the same as wheat flour that there is no difficulty in using this combination in bread-making.

Last season the farmers of the United States produced about 440,000,000 bushels of potatoes. About 100,000,000 bushels of this crop were small, irregular, unmarketable potatoes.

I earnestly believe that in no other way can so great a saving be made in food in America with so little labor and so small expense as the use of small potatoes in the making of bread in place of small grains which can be shipped to our soldiers and the fighting armies of the Allies to help us win this war.

How to Make Potato War Bread

Baked or boiled potatoes, mashed or put thru ricer, can be substituted for one-third the wheat flour in any standard recipe for making wheat bread, biscuits, pancakes, waffles, doughnuts, pie crusts, etc. When potatoes are used, a little less liquid may be required in the mixing.

The Agricultural Extension Department of the International Harvester Company, Chicago, will send, free of charge to anyone, sample copy of war bread recipes.

THINGS TO THINK ABOUT

By G. W. LEWIS, 4707 St. Lawrence Ave., Chicago, Ill. Any reader desiring further information may address the Author.

Did it ever occur to you that the greatest teachers the world has ever known have always taught thru story? Are you following their example? Do the stories that you tell really appeal to child nature? Do they so sparkle with life and action and childish interest that your children are always demanding more stories? Do your stories arouse so much interest that your children are never tardy or absent? Are your children always happy and contented with school and school work? Are your children so absorbed in their work and are they so imbued with the spirit to help others that you have no problems in discipline? Have you a complete set of stories arranged in consecutive order? Does each of these stories teach some one essential truth or fact just at the time that truth or fact should be taught, and have you appropriate illustrations to enable you to fix these truths or facts indelibly in the minds of your children? Does each of these facts or truths form a consecutive step in the development of the child, and are these steps so easy and attractive that the child never tires, but always finds pleasure in his progress? Do these steps gradually but surely lead even your slowest pupils to an independence in which they take keen delight? Have you a series of stories so arranged that they enable you step by step and in logical order to develop the ability of your beginners to read and spell in the least possible time? Are you aware that there is such a collection of stories? Are you aware that these stories are making school work a perfect joy to many thousands of teachers and mothers and their children? Are you training the eyes and the ears of your children to grasp quickly and accurately what they see and hear? Do you know just how to do this training to the best advantage? Have you any slow or backward pupils with whom you are

having trouble in reading and spelling? Are you aware that The Lewis Story Method of Teaching Reading and Spelling will give you just the help that you and your children need?

Progressive teachers all over the world are delighted with it, and they are constantly recommending it to their friends.

Miss Maud Schwalmeyer, Florida State College for Women, writes:

"Your Manual is wonderful. I think the book the most concise and yet complete compendium of reading that I have seen, for all classes irrespective of grades."

A Dominican Sister writes: "I ** introduced it in the parochial school at Fremont, Neb. It met with great favor from the Pastor, the parents and all others to whom I had the privilege of explaining it.

"To say whether the children or I derived more pleasure from the lessons would be difficult. The eagerness with which they looked forward to each new story and their surprise and delight on seeing the queer looking fairy or dwarf, and on learning the sound have been a constant source of pleasure to me.

"I heartily recommend The Story Method to all kindergarten and primary teachers.

"We have enjoyed the work in the Summer School at our Mother House, St. Catherine, Ky., and have introduced the method in the Normal School at Spalding, Neb. All are delighted with the system and pronounce it 'a live method' without a period of long, difficult and uninteresting drill work.

"Trusting that many other teachers may achieve gratifying results by soliciting the Fairies' assistance, I am, yours respectfully,

A DOMINICAN SISTER,
"St. Catherine of Sienna, Ky."



The Victrola in a Kindergarten, Tokyo, Japan.

In the education of the child it is just as important to direct his emotional development as it is to direct his mental development. Music makes the strongest emotional appeal to children; the problem of obtaining the right kind of music is solved for teachers who use the

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| 12 in. \$1.25 { | | Sara Cone Bryant |
| | The Little Bull Calf | Sara Cone Bryant |
| 35664 { | Cinderella (Fairy Tale) | Sally Hamlin |
| 12 in. \$1.25 { | Jack and the Beanstalk (Fairy Tale) | Sally Hamlin |

Little Classics on Xylophone and Bells

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|--------------|------------------------------------------------------------------------|--------------|
| 18216 { | Dorothy (Old English Dance) | |
| 10 in. 75c { | (Seymour Smith) (2) Gavotte from "Mignon" (Ambroise Thomas) | Wm. H. Reitz |
| | Moment Musicale (Schubert) | |
| | (2) Mazurka (Chopin) (Arr. from Op. 33, No. 2) (with Orchestra accom.) | Wm. H. Reitz |
| 17917 { | Menuett (Cluck) (2) Menuett (Mozart) Bells | Wm. H. Reitz |
| 10 in. 75c { | Gavotte (Mozart) (2) Gavotte (Gretzy) Xylophone | Wm. H. Reitz |
| 18296 { | Dawn of Love, The (Theo. Bendix) (Violin-Harp-Flute) | |
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Singing Games for Little Ones

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| 10 in. 75c { | Soldier Boy, Soldier Boy (2) Did You Ever See a Lassie | Victor Military Band |
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| 10 in. 75c { | Looby Loo (2) Oats, Peas, Beans and Barley Grow | |

Rote Songs for Teaching

- | | | |
|--------------|--------------------------------------------------------------------------------------------------------|-------------------|
| 18076 { | Humpty Dumpty (2) To Market (3) Crooked Man (4) Tommy Tucker (5) Mother Hubbard | Elizabeth Wheeler |
| 10 in. 75c { | Sing a Song of Sixpence (2) I Love Little Pussy (3) Georgie Porgie (4) Fussy Cat (5) Feast of Lanterns | Elizabeth Wheeler |

Folk Dances

- | | | |
|--------------|----------------------------------------------------------------------------------------|----------------------|
| 17158 { | Dance of Greeting—Danish Folk Dance (From "Folk Dance Music") (Burchenal and Crampton) | |
| 10 in. 75c { | I See You—Swedish Singing Game (From "Folk Dance Book") | Victor Military Band |
| 18356 { | Old Zip Coon—American Country Dance (Burchenal) | |
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BIRD STUDY FOR FEBRUARY

THE DOWNY WOODPECKER

T. Gilbert Pearson in Audubon Leaflet

A cheery little neighbor of mine lives near me, among the trees of a grove, whom I should like to have all my friends meet. He is a little Downy Woodpecker. White spots are scattered over his black wings, and there is just a stripe of red across the top of his black cap. I am sure you would know him by his small size, his colors, and his trustful manner. He is not at all suspicious, and when he is hard at work will usually allow one to approach quite close to him. If you will tie a



Downy (male and female above)
Hairy Woodpecker (below)

piece of suet to the limb of a tree in a position where you believe he will be attracted by it, Downy will come to see you day after day, especially in winter, when he is exceedingly glad of your bounty.

He is a quiet, modest little creature who never does any one harm, and so far as known has few enemies, the most alarming one being the snake that robs his nest.

Sounding the Trees

Downy is the smallest as well as the most active of our woodpeckers, and appears to be always busy. Often we may see him climbing up the huge trunk of some old oak tree, pausing a second here and there to rap on the bark with his bill to learn whether the wood is solid. Again he will pause as the peculiar sound given back from his tap indicates that an insect is lurking within. Then the resounding blows of his little pickaxe fall thick and fast, sending the chips in every direction.

In vain does the larva feasting on the sap of the tree retreat into its hole. A gleam of daylight shoots into the burrow, and an instant later the spear-like tongue of the Woodpecker has impaled its victim and jerked it forth. Then on up the tree Downy goes, perhaps without further incident until well among the limbs,

when suddenly he flies to a neighboring tree, dropping as he does so to a point near its base, and begins to ascend this trunk as he did the one before.

Insects Destroyed

He is the natural watchman of our fruit trees. He hunts out the moth's eggs laid in the crack of the bark and eats them, thus preventing a brood of caterpillars from hatching and eating the leaves of the tree. He finds the eggs of beetles and eats them, also, before they can hatch out into the wood-boring larvae that sometimes girdle and kill the limbs. Thus Downy labors on, day by day, thru the year, destroying millions of harmful insects that if unmolested would do a vast injury to the groves and orchards. For all this service he never eats any of the fruit of the trees he guards, but, when in need of a little vegetable diet, goes to the berries of the dogwood, or woodbine, or pokeberry. Occasionally he eats a few weed-seeds just for variety. Downy is sometimes called "Sapsucker," and is accused of pecking holes in the bark of trees for the purpose of getting sap. But he is not the guilty one—the bird that does this is another kind of woodpecker. The small holes that our little friend makes in trees do not even reach the inner bark, except when he is bent on securing some harmful intruder.

Like most of our woodpeckers, Downy is a resident thruout the year wherever found, and seems to enjoy all seasons equally. Early in December one dug out with his bill a cavity for his winter bedroom in the dead limb of the tree standing near the house. So nice and cozy a retreat from the wind was it that frequently, early in the evening, he would leave his friends, Chickadee and Titmouse, with whom he had romped all day, and, hurrying off, tumble into bed to dream away the long winter night. On cold and rainy mornings he would sometimes lie late abed, probably knowing that in doing so he stood no danger of losing the early worm. I found him still there about nine o'clock one drizzling morning; to be sure, he was up and about, but he had not yet left home. He was clinging just inside the hollow of the limb, and I could distinctly see his bill and bright, inquisitive eyes as he sat looking out over the drenched and dreary world.

Downy and His Friends

When you find Downy in your orchard on a bright, cold morning in January, he has the same busy, contented air which you must have noticed when first making his acquaintance, perhaps on some warm spring day. He appears so happy and buoyant at all times, however, that one wonders whether he has not hidden away under his little white waistcoat a perpetual fountain of the ecstasy of springtime and youth.

He likes cheerful company, especially in the winter, when most of the forest voices are silent and the cold winds are howling around the trunks of the sleeping forest trees.

He then hunts up his friends, the little gray Tufted Titmouse and the light-hearted Chickadee. Together they spend much time in bands, patrolling the woodland, and searching out from their hiding places the eggs of insects stowed away under the bark to wait for the warm spring sun to hatch them. A dozen or more birds are thus often found together.

They form a merry company, these little forest rangers, and never lack for music as they march. The shrill piping peto, peto, peto, of the Titmouse mingles with the tenor-drum tap, tap, of Downy's bill on the bark, while ever and again the Chickadee, a mere bundle of nerves and fluffy feathers, "merrily sings his chick-dee-dee."

Mutual Protection

Not merely for company do these birds thus associate, but for mutual protection as well. Twenty pairs

of sharp eyes are more likely to see an enemy approaching than is a single pair, and it is well for a small bird to keep a sharp lookout at this season, for it is more readily seen by a hawk in a leafless, wintry wood than if it were within a shady summer forest.

Like all other woodpeckers, Downy's mate lays white eggs. These usually number four or five, and are placed on a soft bed of fine chips at the bottom of a hole, which both parents have helped to dig, usually in the under side of a decayed limb of the tree. Nature is not prone to use her coloring matter on eggs which, like the woodpeckers', are hid away in dark holes in trees. When the little ones are hatched, Downy and his mate are kept very busy for a long time bringing them good things to eat, for the little woodpeckers have great appetites, which seem never to be satisfied.

Downy's Home

Downy is not only a very neighborly little fellow in his social relations with other wild birds fortunate enough to make his acquaintance, but he also renders them a very great service in providing many homes which they can use. He and his mate usually dig out a new nest every year, and as a rule he makes a new hole for roosting purposes every winter. As a result of this, many unused Downy Woodpecker's nests are scattered about in all our orchards, groves and woodlands, like empty houses.

New Tenants

Some little birds like the protection afforded by a hollow in a tree, when in spring they get ready to build their nests, and these old abandoned Downy nests are just exactly what they are looking for. I remember finding a nest of one of these little woodpeckers in a small dead birch stump standing near a brook by the edge of a pasture. The nest was only about five feet from the ground, and altho many cattle passed that way each day, and the farmer's house-cat sometimes wandered along the stream, the little white eggs were hatched and the young reared in safety. A year later I chanced again to pass that way. Great was my delight to find that, altho the Downies had moved on to another place, their old home contained six as wide-awake little birds as any one could wish to meet with on a bright spring morning. Scarcely had I made the discovery when their mother appeared, and lo! it was our dainty friend the Chickadee. She and her mate had filled the hole half full of various kinds of soft material, and evidently were as proud of their snug home as if they had dug it out with their own weak little bills.

One Sunday morning not long ago I heard a House Wren singing. His heart was full of joy. It was clear that he had won his mate for the year, and felt secure

in his love affairs; but I soon found that he was happy about something else also. He had discovered just the place for a nest—at least he appeared to think so—and seemed bent on convincing his ladylove of the fact. Twenty feet in the air, on the under side of a dead limb of a very old and highly esteemed cherry tree, was a last year's Downy Woodpecker's nest. To this the little singer went repeatedly. He would go in, come to the door and look out, disappear, and then look out again. Of all the places in the neighborhood this, indeed, was the ideal spot for the nest—at least, I believe that was his view of the situation. It is no small matter for a bird to find a safe nest for its eggs and young; and where can a little mother hide her eggs more securely from the pilfering Bluejay, or the inquisitive Red-headed Woodpecker, than by placing them deep down in the beautifully secure cavity dug by the strong bill of a Downy Woodpecker?

THE HAIRY WOODPECKER

Another black and white woodpecker very closely resembles the Downy, except that it is a little larger. This bird the books call the Hairy Woodpecker. It is quite true that it differs slightly in appearance from its smaller relative; for example, the outer tail feathers are white with no marks on them, while the feathers in the Downy's tail are adorned with black spots. On the whole, however, the similarity is very striking. It is usually found in the woods, and it is not so much inclined to come about the house as is our friendly, trusting little Downy, which we all love so much.

DISTRIBUTION

The Downy Woodpecker is resident in all the wooded parts of the United States and Canada, but most of the individuals move somewhat southward in winter from the northern border of the specific range.

The Hairy Woodpecker has a similar distribution to that of the Downy, but is rather more numerous and hardy in the North. Each of these widely distributed species includes several geographical subspecies.

OKLAHOMA ASSOCIATION RESOLVES FOR MILITARY TRAINING

The Oklahoma State Educational Association at its annual meeting in November, 1917, endorsed military training in the schools in the following resolution:

Whereas military training is one of the greatest producers of physical development and efficiency and tends to instill patriotism in the coming generation of American people, we endorse the State Board of Education's recommendation for military training in the public schools and colleges and request that they make such military training or physical training compulsory in both junior high schools and high schools of the state.

WINTER SPORTS AS SUBJECTS FOR DRAWING

Ethel Everhard, Supervisor of Drawing, Sh-boygan, Wisconsin

The children love to draw action figures. In the first six grades we get the best results in action drawing. The seventh and the eighth grade children seem to realize their own shortcomings and get discouraged. Not so in the lower grades, however, and it is surprising what the children can do along this line.

A good way to present a lesson of this kind is to draw many figures on the blackboard, show them many pictures of children doing various things in the snow, then give them a few directions about the wash for sky, ice, or distant trees. Represent the snow with common white chalk. While the sky is drying, have the children fix the snow and then talk about the size of the figures in the foreground of the picture. Then about the size of the children and the objects far off in the picture. Distance makes things appear smaller. Houses should

be placed high up on the paper and made very small. Bearing these things in mind, have the children set to work on tablet paper to practice making the figures and getting the sizes right. When something pretty good is painted, let them work on the drawing paper. Tell them to try to make up figures of their own, not merely copy the ones from the blackboard. Encourage originality and you will be surprised at how much you will find.

Community posters representing winter sports are very decorative in a schoolroom and easy to make. The children love to make them, and work so eagerly to have something good enough to put on the poster.

Watercolor, pencil, charcoal, and crayon drawings, also paper cuttings and pen and ink drawings suitable for use in the grades and high school and drawing outlines furnished on request.

The Catholic School Journal

SCHOOL ENTERTAINMENT

441

THE HISTORY REVIEW

Willis N. Bugbee, Syracuse, N. Y.

Characters: Teacher (an older girl), James, Henry, John, Peter, Albert, Mary, Jane, Susie, and Anna.

SCENE

A schoolroom. Chairs should be arranged in rows to represent desks.

Teacher—You know, children, today we are to have our review in history. It covers the most interesting part of all American history—the Revolutionary War period. I suppose you are all prepared for it.

James (raising hand)—Please, ma'am, I'm not prepared. I've had the measles and haven't had a chance to study. Ma wouldn't let me read none on account of my eyes.

Teacher—That's unfortunate, James. How is it with the rest of you?

Henry—I've got it right down pat.

Susie—Say, teacher, does he mean Pat Henry? 'Cause if he's only got down to Patrick Henry that don't take in much of the war.

Teacher—Well, now, if you're all ready you may close your books and I will proceed with the questions. (All close books.) Mary, you may tell us what was the cause of the Revolution.

Mary—It was because they had to pay a tax on tea, so some of 'em dressed up as Indians and threw a lot of the tea overboard. Then the British got mad and finally they all got mad and went to fighting.

Teacher—Then what were they fighting for?

Mary—Why, representation without taxation.

Albert—I guess she means "taxation without representation," doesn't she?

Jane—I know what they were fighting for—liberty. 'Cause Patrick Henry said, "Give us liberty or give us death."

Teacher—Very true. Anna, what battle began the war?

Anna—Lexington. That was where Paul Revere

"Gave the alarm
Thru every Middlesex village and farm."

Susie—I know another way to remember it.

Teacher—How, Susie?

Susie—Because the war was like the word "Liberty"—it began with an L and ended with a Y—Lexington and Yorktown.

Teacher—A very good way to remember it, I'm sure. (Henry raises hand.) What is it, Henry?

Henry—They must have had some awful big guns in those days.

Teacher—Why, Henry?

Henry—Because I learned a poem once where it says—

"Here the embattled farmers stood
And fired the shot heard round the world."

It would take an awful big shot to be heard around the world, I should say.

John—Pshaw! It don't mean they really heard it—they heard about it.

Teacher—Now, Peter, you may tell who were the minutemen.

Peter—A minuteman was—why—I—I—let me see—a minuteman was a minuteman—that is—

Teacher—I'm afraid you wouldn't make a very good minuteman. It would take you too long to do anything. You may tell us, John.

John—A minuteman was a man that was ready to fight at any minute. I know another kind of minuteman, too.

Teacher—Well?

John—George Blank is one. He says he'd run like a deer the minute he'd see a gun pointing toward him.

James—I know what kind of minuteman they call that nowadays.

Teacher—Well, what would they call him, James?

James—A slacker.

Teacher—We are ready for the next question. Who was the greatest general in the Revolution? (All raise hands.)

Peter—Oh, teacher, let me answer that!

Mary—No, let me!

Susie—No, me!

Teacher—Mercy! What a racket! You may all answer together.

All—George Washington!

Teacher—Peter, you may tell us why you consider him a great man.

Peter—Because he cut down his pa's cherry tree and never told a lie about it.

Teacher—Mary, what can you tell about him?

Mary—He crossed the Delaware one Christmas eve when it was full of ice and captured a whole lot of Hessian soldiers.

Teacher—John, next.

John—He made old Cornwallis surrender, and that's what makes us free.

(Susie raises hand.)

Teacher—Well, Susie?

Susie—He was the "Father of His Country." Just think—he's got over a hundred million children.

Jane—I know something else about him.

Teacher—Very well. You may tell us, Jane.

Jane—He was "First in war, first in peace, and first in the hearts of his countrymen."

Teacher—Your answers are all very good. Now, Peter, see if you can tell us when the Declaration of Independence was signed.

Peter (rises slowly)—The Independence of Declaration (others laugh)—I mean the Declaration of Independence was signed in—in—let me see (scratches head)—when was it signed? (Counts on fingers.) Columbus discovered America in 1492—and—and—

Teacher—I guess you don't know much about it, Peter. You ought to study your lessons more and not do so much playing. Albert, you may tell.

Albert—Please, ma'am, the Declaration of Independence was signed about the same time that the liberty bell was busted—I mean cracked. That's when the boy hollowed, "Ring, grandpa; ring for liberty," and his grandpa rang it so hard it split the bell.

Mary—Say, teacher, I saw the liberty bell once, crack and all.

Teacher—I hope the sight of it inspired you with patriotism as it should. But no one has told us the date of the signing of the Declaration yet.

Henry—You haven't asked me, teacher.

Teacher—Then I will ask you now.

Henry—1776, of course. Everybody ought to know that. It was on the fourth of July.

Teacher—Yes, they should know it, Henry, but it seems they don't. John, who was Benedict Arnold?

John—Benedict Arnold was a brave soldier and fought at Saratoga, but after a while he got mad and sold out West Point to the British. He ought to have been tarred and feathered.

James—The trouble was, they couldn't catch him to put the tar on.

The Lewis Story Method of Teaching Reading and Spelling

By G. W. LEWIS of CHICAGO



ITS WIDE USE

The success of The Lewis Story Method has from the first been phenomenal. It is now used by teachers in every state in the Union, and is widely used by progressive teachers all over the world, including teachers in the schools of Canada, New Zealand, Australia, and the Philippines.

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Many teachers in your State are already using The Lewis Story Method with marvelous success—why not improve YOUR work in reading by making use of the newest and best method of teaching reading?

Read "The Best Method of Teaching Reading" on page 177 of this Journal for September. See page 184 of same number.
Read "Things to Think About," page 437.

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STATE SUPT. M. P. SHAWKEY of West Virginia says:

"I am convinced that your method has great merit in it. It is founded on natural laws, and is bound to produce good results."

ROSINA R. MERRITT, Supervisor of Practice, State Normal School, Oshkosh, Wis.

"The best results I have ever seen in primary reading and spelling were secured by following this method. I heartily recommend it as the most scientific and interesting method I know."

R. L. KANE, Weyerhouser, Wis.

"I had twelve pupils who were all beginners and could not speak a word of English. These pupils after seven months are now able to read from almost any first or second reader."

ALICE MEDILL, Third Grade, Seattle, Washington.

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MRS. M. J. KINNE.

"My teaching experience covers a period of sixteen years, twelve of which were spent in the Minneapolis Schools, and I have never used nor seen in use any method of teaching reading which approaches 'The Story Method' in logical development and efficiency."

Teacher—Who was Nathan Hale, Mary.

Mary—Nathan Hale was the bravest man in the Revolution, because he said, "I only regret that I have but one life to lose for my country." He was hanged as a spy.

Peter—Jiminy! I'd hate to be hanged as a spy. Wouldn't you, teacher?

Teacher—Of course, no one wants to be hanged, Peter; but every one should be willing to do his best for his country, no matter what the consequences may be. Susie, you may name a Frenchman who aided the Americans in the Revolution.

Susie—That's easy as anything. It was General Lafayette.

Peter—I could have answered that, teacher.

Jane—I know who went over and got him to come and fight—Benjamin Franklin.

Anna—And I know something more about him. He was a great friend of Washington and he fought in the battles of Brandywine and Yorktown.

Teacher—Yes, children, it was Lafayette, and America has always felt grateful to France for the help that was given us during that eventful time—"the time that tried men's souls," as some writer has said. Now I have one more question, and then I think we are thru. Who made the first flag—the stars and stripes?

(All raise hands excitedly.)

All—Let me answer, teacher! Let me! Let me!

Teacher—Mercy sakes! Don't get so excited. You may all answer it together.

All—Betsy Ross! Betsy Ross!

Teacher—True. But I do not believe she could have realized what a great and glorious nation her flag was to become the emblem of. Now you have all done so well that I am going to have you sing about it.

Albert—Say, teacher, you forgot to ask us about Ethan Allen.

Teacher—Well, what did he do?

Albert—Captured Ticonderoga. Got the general out of bed to surrender it, too.

Mary—And you forgot about Doctor Warren, who was killed at Bunker Hill.

Susie—And about John Stark at Bennington. He said, "We must beat the Redcoats today, or Molly Stark's a widow."

Peter—Well, was she a widow?

Susie—No, of course not, you goosey.

Anna—And there was Israel Putnam.

Jane—And Mad Anthony Wayne, at Stony Point.

John—And Sergeant Jasper.

Teacher—Well, we can't name all the heroes of the Revolution. What shall we sing?

Several—Yankee Doodle! Star Spangled Banner! America!

Teacher—I think we'd better sing America, and let us all do as well at singing as we did answering questions.

(All rise and sing "America." Any other song may be substituted.)

(Curtain)

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PICTURE STUDY

Continued from Page 429)

he painted "Crossing the Ford, Seville," and "Feeding the Goats in the Alhambra." A picture of deer life, entitled "The Home of the Red Deer," was painted in 1857.

Mr. Ansdell was made an Associate of the Royal Academy in London in 1861, and an Academician in 1870.

It is seen from the titles mentioned here that the artist was a lover of animals and of the activities of animals. He painted them in their native haunts and as the friend of man. He painted them in attitudes that reveal in many cases an almost human element in animal life. They are pictures which appeal strongly to the popular taste. Mr. Ansdell died in April, 1885, at seventy years of age.

NOTES OF INTEREST TO EDUCATORS.

Rt. Rev. P. J. Muldoon, of Rockford, has been made general chairman of the war council of the Catholic Church in America. He is now in Washington, where the council is in session. Bishop Muldoon will have general control of all war work agencies organized by American Catholics here and abroad.

Rev. Brother Pius, who founded the St. Joseph Home for Boys in Detroit, and who is one of the best beloved members of the Xaverian Order, has been transferred from Louisville, Ky., where he was director of St. Lawrence Institute, to Richmond, Va.

The Rev. J. F. X. O'Connor, S. J., New York City, poet, author and playwright, has received from Pope Benedict XV, a special message of encouragement and blessing upon the occasion of the successful rendition of his latest play, "The Mystery of Life." Father O'Connor's intellectual career has equipped him for successful work which has attracted the interest of literary, dramatic and theatrical circles.

Intense religious fervor, whole souled patriotism and civic pride marked sermon, song and ceremony on Sunday, Jan. 6, at the Centennial celebration, in both the Old and New Cathedrals, of the establishment of the first Catholic episcopate in St. Louis and the Southwest.

The Sisters of Mercy of St. Mildred's academy, at Laurel, Maryland, have been given a beautiful estate of three and a half acres of ground with a large colonial mansion, which was purchased for them by a group of friends. The presentation was made by Cardinal Gibbons.

Sister Purcell, Superior of St. Vincent's hospital, Toledo, Ohio, has received, as a gift, the harp that was saved from the Ursuline Convent at Charlestown, Mass., when that institution was sacked and burned by a mob in 1834.

On a temporary stage in front of the administration building and surrounded by a crowd of several thousand people from all parts of the State, the University of Santa Clara was officially inaugurated on Jan. 20, as a unit of the Reserve Officers' Training Corps, Senior Division, of the United States army.

The publication of the "Recollections of John Morley," the latest work of that talented author, brings to mind the fact that his stepdaughter is a Sister of Charity in Drumcondra, Dublin, Ireland. At the time of the jubilee of the institution, a few years since, Mr. Morley was an honored guest there.

Mark Twain's famous story, "The Prince and the Pauper" is the title selected by the students of Marquette Academy, Milwaukee, for their annual play on Feb. 9. Proceeds will be for a parochial school scholarship and also to defray expenses of the annual school field meet in the spring.

The Junior Red Cross movement in the parochial schools of Milwaukee is heartily endorsed by Archbishop Messmer. He terms it not only patriotic, but also highly educational.

What is known as the "cottage plan" has been adopted by the Diocese of Fort Wayne, Indiana, for a new orphanage to be located on a tract of 90 acres of land. A group of five cottages, two stories in height, will be erected at a cost of about \$160,000.

On the Catholic University grounds, Washington, D. C., a handsome and stately building has been completed for the Milwaukee School Sisters of St. Francis. The present group of Sisters' buildings verifies the vision of the holy Pope Pius X and his exclamation "The Sisters' City."

In orders sent to all Catholic churches in his jurisdiction, Archbishop Mundelein of the Chicago archdiocese forbids vocal solos and musical vespers, but encourages congregational singing.

A University Extension Night School is soon to be established by the Knights of Columbus in Kansas City. The clubhouse will be turned into an institution for the higher branches of education under the personal direction of Father A. M. Schwitalla, S. J., head of the college department of Rockhurst College, assisted by the faculty and the Christian Brothers.

More than 2,000 former students of the various department of St. Louis University now are fighting under the Stars and Stripes or are preparing to go into the trenches, according to a tentative service roster which is being compiled by the university officials.

Perhaps the most distinguished service flag in the country is flying from the flagstaff of St. Mary Industrial school at Baltimore. The flag bears 539 stars; two of them are of gold for men who have already lost their lives in the service.

Winners Named In Flag Contest.
To the pupils of St. Ann School, Terre Haute, Ind., came a well deserved recognition of their earnest efforts, when on the 19th day of January, nine of the thirteen gold medals given by the Terre Haute Trust Co. for the best pen drawing and essay on the United States flag, were awarded to members of their school.

The teachers, who are the Sisters of Providence from St. Mary-of-the-Woods, are to be congratulated for having achieved such a splendid success. It is certainly a proof of the patriotism they are imparting to their pupils.

A BOOKLET ON "COAL."
The Johnson Service Co., Milwaukee, have issued a pamphlet entitled "Coal." It contains interesting and valuable information about the probable supply of the different kinds. A copy will be sent free on application.

Subscribers in arrears should give prompt attention to the statement of account submitted.

This big 6x10 ft. Flag for your School or Classroom Absolutely Free!



OUR PLAN

We will send you, charges prepaid, one gross of our Special Pencils, each inscribed: "Sold for the Benefit of the Flag Fund." These are to be sold by the pupils at five cents each. Send us the proceeds and we will ship at once, charges prepaid, one of our large 6 x 10 ft. Flags, all seams double stitched, sewed stars and sewed stripes, heavy canvas heading, metal grommets, fast colors and suitable for indoor or outdoor use.

The special printing which we place on each pencil free of cost makes it easy to dispose of them. Pencils are used in large quantities, and everyone is glad to help the children earn their big flag. If you prefer, we'll give you two five foot flags, instead of the large one, or a set of Seven Allies' Flags for the sale of the pencils.

Read the letters below — we have hundreds more like them from all over the country.

"Enclosed find draft for the pencils. I thank you very much for the beautiful flag you sent. The children are delighted with it. I wish you great success in your work." Sister M. Ignatius, Ursuline Academy, Paola, Kansas.
"I received the flag in due time. The children and all who saw it are more than delighted, and it is well worth the labor of selling the pencils. I have told several of our Sisters about it and no doubt you have already heard from them, as they are anxious to have one like it." Sister M. Michael, Our Lady of Victory School, Olathe, Kansas.
"I received the flag a few days ago; everyone was delighted with it. I am sending you another order—please send the pencils to the address mentioned." Sister Mary Elizabeth, St. Joseph's Academy, New Orleans, La.

Fill out the order form and send for your pencils today. Remember, no money in advance, no risk, no disappointment.

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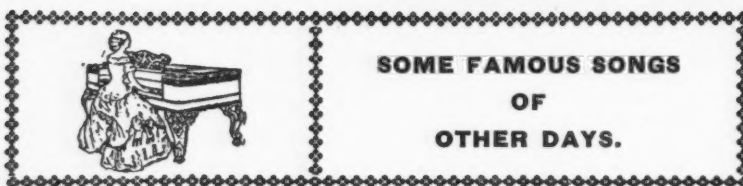
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CAMDEN, NEW YORK.

Dear Sirs—You may send us, all charges prepaid, one gross of your Special Flag Pencils. We agree to sell them at 5c each and to remit you the proceeds as soon as the pencils are disposed of. It is agreed and understood that immediately upon receipt of our remittance, you will send us, all charges prepaid, one of your Flags as checked below.

- ☐ THE LARGE FLAG
- ☐ THE TWO FIVE FOOT FLAGS
- ☐ THE SEVEN ALLIES' FLAGS

Ship the Pencils to.....
Name of Principal or Teacher

Name of School



"THE MAID OF ATHENS."

The words of this famous old song were written by Lord Byron when he was in Athens, and under the spell of the beauty of Theresa Macri, daughter of the English vice consul. The music was composed by Isaac Nathan, born in England in 1792, who was originally intended for the Jewish priesthood, but later became a composer of some fame.

Maid of Athens, ere we part,
Give, O, give me back my heart!
Or, since that has left my breast,
Keep it now, and take the rest!
Hear my vow before I go,
My life, I love thee!

By those tresses unconfined,
Wooed by each Aegean wind;
By those lids whose jetty fringe
Kiss thy soft cheeks' blooming tinge;
By those wild eyes like the roe,
My life, I love thee!

By that lip I long to taste;
By that zone-encircled waist;
By all the token-flowers that tell
What words can never speak so well,
By love's alternate joy and woe,
My life, I love thee!

Maid of Athens! I am gone.
Think of me, sweet! when alone.
Though I fly to Istanbul,
Athens holds my heart and soul:
Can I cease to love thee? No!
My life, I love thee!

Nuns Discover Burglar in Convent.

Sister Mary, of the Dominican Convent of the Perpetual Rosary, West Hoboken, N. Y., heard a noise on Sunday morning, Jan. 6, and discovered a man trying to break into the convent chapel. She aroused the Superior, Mother Inelda, and a call was sent for the police. When Patrolman Quirk arrived the intruder was traced to the convent basement. There he surrendered to the policemen, while most of the convent's eighty nuns looked on. Closets in the basement had been ransacked. The prisoner, who said he was John Phillips of Greenville, Pa., said he was trying to get into the chapel to warm himself, but a jimmy was found outside.

Brother Dies From Fall.

A sad accident occurred recently at the Dominican monastery connected with the Catholic University, Washington, D. C., as a result of which Brother Thomas lost his life. He went on the roof for the purpose of cleaning off the snow and while so engaged, slipped and fell to an area-way in the pavement, sustaining a fracture of the skull from which he died two hours later. He was twenty-five years old.

Result of Carelessness.

An investigation into the recent fire which destroyed the Grey Nuns' Hospital at St. Hyacinthe, Quebec, entailing a loss of some \$500,000, points to the careless throwing away of a lighted match by an aged man in the Old People's quarters of the institution as being the cause of the catastrophe.

Nun In Fatal Accident.

Sister M. George of the Order of the Sisters of St. Ann, connected with St. Joseph's Church, Cohoes, N. Y., was fatally injured when she fell on an icy walk. She was picked up by some men who were passing by and took a few steps, when she fell again and struck on the back of her head. She was assisted to the office of the N. Y. C. railroad. Rev. Louis Lavigne was called and administered the last

rites of the Church. She was taken to St. Joseph's convent, where she died an hour later.

Annual Meeting of Catholic Student Ass'n of America.

The Catholic Students' Association of America held its tenth annual convention on Dec. 7 and 8 at Cedar Fall, Iowa, under the auspices of the local chapter, the Catholic Students' association of the Iowa State Teachers' College. The national organization is made up of several clubs of Catholic students at state universities and colleges. It has for its purpose the organizing and strengthening of local clubs in their endeavor to secure the proper spiritual guidance and instruction and to bring about closer association among the students of the Catholic faith.

At the convention just held the most noteworthy event was the sermon delivered at the special convention Mass by Most Rev. James J. Keane, D. D., Archbishop of Dubuque. For some years Archbishop Keane was national chaplain to the association.

Emerald Jubilee.

Very Rev. Clement Luitz, O. M. C., of the College of St. Francis, near New Albany, Ind., recently celebrated the sixtieth anniversary of his religious profession in the Order of Minor Conventuals of St. Francis. The jubilant, who is eighty-two years old, was the celebrant of the Solemn High Mass at the college chapel. Many fathers of the Order from Louisville, Indianapolis and other cities were present. The jubilant was the recipient of a special blessing cabled by His Holiness, Benedict XV.

A Double Jubilee.

The golden jubilees of Brothers Julius and Cyprian, two venerable members of the order of the Christian Brothers, were recently celebrated with appropriate ceremonies at the Ammendale Normal institute, Ammendale, Md.

FOOD STUDY

A new high school textbook and laboratory manual in the study of foods and home management.

By PROF. MABEL T. WELLMAN

Head of the Department of Home Economics in Indiana University; formerly Instructor in Dietetics and Household Chemistry at Lewis Institute, Chicago.

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A splendidly balanced textbook, and the only one which has the privilege of presenting the recipes from Farmer's "Boston Cooking School Cook Book."

The plan aims at the production of well-balanced meals, emphasizing the three real objects of the study—time-saving, labor-saving, and money-saving.

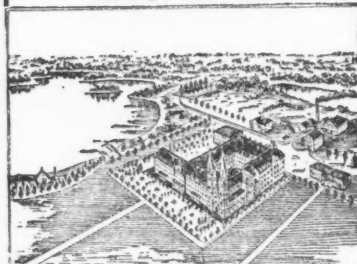
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Catholic Who's Who AMERICA'S CATHOLIC ACTRESS.

The name Barrymore is one rich with the best traditions of the American and English stage. The heritage of that name today on the American stage is borne by Ethel Barrymore, one of the most beautiful and distinguished of American actresses. Her father, Maurice Barrymore, was a great player and playwright. Her mother was a Miss Drew, of another great stage family, a sister of John Drew, one of our foremost actors.

At the time of her mother's death, Ethel Barrymore was but five years old, and her grandmother, Mrs. John Drew—who was herself as finished a comedian as the American stage ever saw—committed the child to the care of the Sisters of Notre Dame, Rittenhouse Square, Philadelphia, with whom she remained until she made her debut on the stage, in her sixteenth year, with her uncle, John Drew. This first appearance was made rather unexpectedly. Mr. Drew was playing in Montreal when one of the ladies of his company was taken ill and obliged to retire from the cast. He at once wrote to his mother asking if she could not "lend him" Ethel, which she did, coaching the girl daily for a week.



ETHEL BARRYMORE.

True to the traditions of her blood, Barrymore and Drew, Ethel Barrymore stepped from the school room to the footlights without a tremor and made such a success of her first part that the school room knew her no more. Today she is one of the great drawing cards of the American stage. The taint which attaches to so many women of the stage has never touched Miss Barrymore, whose personal life has caused her to be looked up to and respected much as Mary Anderson was in her stage career.

Miss Barrymore has never forgotten her religion and whenever occasion offers calls on the good sisters with whom she spent her youth. A few years ago, Louise Drew, daughter of John Drew, became a Catholic, the knowledge of which was received with delight by Miss Barrymore, who, commenting on it, said:

"When non-Catholic Americans travel in Europe, they are struck with the predominant Catholic atmosphere in the highest social circles. They feel that, after all, the real culture, learning and refinement of the old countries is Catholic. It is not seen to such advantage in the smaller communities in the United States, but can be in New York, Boston and Washington."

Miss Barrymore's married name is Mrs. Samuel Colt.

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is free from opium, morphine, chloroform or poisonous drugs which are found in many of the patent medicines; it contains no alcohol or other stimulants. It is a Food Medicine, pure and wholesome. Father John's Medicine has had more than 60 years' success for colds, grip and throat troubles. It is invaluable as a tonic and body builder and restores weak and run-down systems to health and strength. It nourishes the system and makes flesh.

We want to warn you against the danger in taking medicines which rely on stimulating or nerve-deadening drugs for their effect. They weaken the system and leave you exposed to disease, cause nervous prostration and a craving for drugs.

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OBITUARY.

Rt. Rev. Bishop McGolrick, Duluth, Min.
Rt. Rev. Bishop McGolrick of Duluth died suddenly Wednesday evening, Jan. 23, at his residence in Duluth.

Acute indigestion is given as the cause of death by attending physicians. Wednesday morning Bishop McGolrick examined the Latin class of the cathedral high school in his study and was apparently in the best of health. The bishop, Tuesday morning, conducted a class in Latin consisting of twenty students preparing for entrance to St. Thomas college, St. Paul. In the afternoon he turned his attention to hospital work. It was while discussing the future program of such institutions that he was stricken with the malady that proved fatal.

Consecrated bishop of Duluth in 1889, Mgr. McGolrick promoted colonization and helped to erect many hospitals, churches, academies and schools, besides the fine Sacred Heart cathedral in Duluth.

Noted Theologian and Linguist.

With the passing from this life of Rev. Thomas O'Callaghan, S. J., there was removed one of the most famous Jesuit workers, students, linguists and theologians of the day. Born in 1844, in Kanturk, Ireland, he entered the Jesuit House of Studies at Clermont, France, and was ordained at Woodstock in 1882. He taught philosophy in the Jesuit college here until 1890, when he went to Albano, Italy, to make his tertianship. He was a great student, deep thinker, profound theologian and an authority on Canon law.

Former Fordham Head Dies.

Rev. John Scully, S. J., former president of Fordham university, died at St. Vincent's hospital, New York, at the age of 77 years. For the past three years he had been active as assistant pastor of St. Francis Xavier church. At the time of America's entry into the war Father Scully went to Washington to make personal application for appointment as chaplain, but was refused because of his advanced age.

Notre Dame Sister, Baltimore, Md.

In the motherhouse of the eastern province of the Notre Dame Sisters, at Baltimore, Sister Mary Wilhelmina (Margaret Rudolph) passed to her reward. She was born in Belleville, Ill., seventy-four years ago. In 1888 she was appointed superior of the Convent of the Holy Name, Pittsburgh, Pa., and held this position for twenty-seven years.

Bishop J. S. Foley of Detroit.

Rt. Rev. John Foley, Roman Catholic bishop, for many years of Detroit, died January 5. He was 84 years old. Bishop Foley had been in poor health for more than a year. He was born in Baltimore in 1833. He completed his studies for the priesthood in Rome, where he was ordained in 1856. He was assigned to a church at Canton, Md., in 1857, and was in the Baltimore diocese during the Civil war.

Bishop Foley was consecrated bishop of Detroit Nov. 4, 1888.

Mgr. Louis Granger, Marshall, Texas.

Rt. Rev. Monsignor Granger, for forty years pastor of St. Joseph's church, Marshall, Texas, died on Jan. 14. Father Granger was born at St. Vizer D'Azergues, France, on Sept. 18, 1848. In 1868 the young student left France, having volunteered for the Texas missions. He entered the diocesan seminary in Galveston and was ordained on March 25, 1871. On April 16 of the same year he was appointed to the vast Nacogoches missions.

In July, 1909, his long and eminent services in the cause of religion won the recognition of the Holy See, and he was raised to the dignity of domestic prelate to his holiness, with the rank of monsignor. He had previously been created a permanent rector and rural dean. Mgr. Granger was the founder of St. Joseph's Institute for Boys at Marshall.

Bishop Gallagher, Galveston, Texas.

On Monday, Jan. 21, Rt. Rev. Nicholas Aloysius Gallagher, D. D., bishop of Galveston, Texas, died in that city.

The Catholic Poets



The Reverend Charles O'Donnell, C.S.C., Ph.D., was born in Greenfield, Indiana, the birthplace of James Whitcomb Riley. He graduated from the University of Notre Dame in 1906, and from the Catholic University of America in 1910. He is a member of the Congregation of Holy Cross, professor of poetry at the University of Notre Dame, and assistant editor of the *Ave Maria*. In 1915 he was selected by the Indiana Legislature to write the ode for "Indiana Day" at the Panama Exposition. He has contributed poems to most of the leading American magazines, the choicest of which he has collected in a volume, *The Dead Musician*, from which we quote. His verse is marked by a nice artistry, a restraint that is classic, and deep religious feeling.

Out of twenty priests at Notre Dame who volunteered in response to the request of the War Department for chaplains, six noted professors have been chosen. Rev. O'Donnell is one of those selected for an army chaplainship.

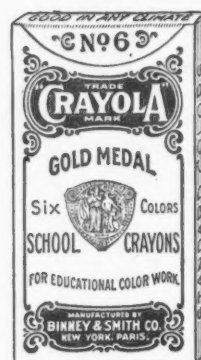
AMONG HIS OWN.

(In a Children's Chapel.)

He lives among His own, the children's
God:
Above and by and round Him hourly
pass
Their hurrying feet; down hall or
stairs, a pause,
And in the hush outside a knee is bent
In silent adoration of the Guest.
The Guest? Ah, no! The very Host is
He,
And they the dwellers in His mansioned
Heart,
For them the day is full of work and
play,
Of ringing sounds, of mirth and little
griefs
That brim a little soul; and they forget
The awful Presence, as the child forgets
His mother, when the day is very
full,—
Forgets her in the mind, not in the
will.
For though they come and go, and
laugh and shout,
At nightfall, when the spirit's eyes are
wide,
And conscience looks across the vanished
hours,
They find, what all the day contented
Him,
They have not left the path He'd have
them tread;
His arms were 'neath them, and His
voice was heard
In all the secret councils of their deeds.
And when they fall asleep they hold
His hand.

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TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

Little Object Lessons A principal in a certain school in the Northwest learned that some of the children whose mothers had furnished them with larger lunches than they could eat had thrown away sandwiches and other edibles at the noon hour. The thought of such "willful waste" making "woeful want" in these days of war-time hardship impressed her very much, and she determined to make use of the incident, not only to remind the youngsters who had been guilty—and likewise their parents—but in order to instruct the whole school in waste and saving. So she had some of the discarded slices of bread put on an improvised tray, made out of a box-cover, and went through every room and to every class in her school, exhibiting the wasted food. No names were mentioned; she knew that the children who had thrown the food away would quickly enough report the incident at home; and besides, how many others were there guilty of like waste of whom she knew nothing? The effect of the little exhibition was immediate and pronounced, and made all the more so as the principal told the children in simple touching words how the boys and girls of Poland and Belgium were dying for want of food, and what they would give for even a taste of that good bread and butter, with its slice of meat, which the American children had thrown into the waste-heap. There have been no over-packed lunches in that school since.

Little object lessons like this go a long way toward teaching our children thrift. Sometimes even a word—the right word at the right moment—will work wonders. "We had fallen unconsciously into the habit of praising the appearance of the child who came to school in a new dress or a new cap," a Minnesota teacher remarked recently, when discussing war-savings and economy. "We used to say 'Isn't that a pretty coat! How well you look in it!' But now we have changed our tune. Now we say 'Did your mother make that coat? Isn't she clever to be able to do such beautiful work!' Now we are praising the child who is neat through careful darning and home-made garments."

The thrift habits inducted at present by the war, and which teachers can so easily encourage by word or example, will help these children all through their lives. I know of schools where the new rules of "pencil and paper conservation" have acted like a pebble in the pond, throwing out ever widening circles of carefulness and saving. Where heretofore paper and crayons were prodigally used and sadly wasted, now, even among the richer children, the parents at home are being urged by their youngsters to save the household wrapping-paper, so that they can make pads of it for use in the school-room. How such a pad would once have been despised by Young America!

* * * * *

Ideals in Education We hear a great deal about ideals in education. It is a fruitful topic of discussion. But in arguing its pros and cons, we are liable to get away from the fundamental fact that ideals in education must first of all mean ideals in the teacher. Sometimes, when you sit down to think the matter out, the responsibility which the teacher carries seems appalling, almost horrible! Here are children by the score and the hundred, a stream of them year in year out passing through our hands to be molded and fomed into men and women—with ideals! It is a rather arresting thought, to say the least.

We may talk all we like about ideals to the children, and even illustrate our talk with shining examples from the lives of the Saints or the inspiring stories of Washington and Lincoln—and yet how utterly empty and like chaff are our words if we ourselves—we the teachers from whom the young are hearing these verbal lessons—"fall down" in our own ideals and fail to impress the youngsters with our own honesty and strength of character. What is the use of telling children how beautiful before the eyes of God and man is a sweet disposition and a well-governed temper, when on the first provocation they are to behold their teacher in a tempest of anger? What is to be gained in preaching honesty and thoroughness to boys and girls who, in the next breath, are allowed to slide

(Continued on Page 450)

FEBRUARY: The Month of PATRIOTISM

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WHAT MAKES THE SCHOOL?

REV. H. P. SMYTH

Pastor St. Mary's Church, Evanston, Ill.



REV. H. P. SMYTH

The late Bishop Spalding in "Life and Education" says the teacher is the school. What the soul is to the body, what the mind is to the man, that the teacher is to the school. . . . The pupils learn to feel that it is good to be where he is, and they follow him as gladly as though he led them into the balmy air of spring along the flowery banks of limpid streams.

No one will question the wisdom of these words, or the authority of him who was at least on certain subjects, America's most profound thinker. Yet,

when we follow up his line of thought we find that the writer had in mind ideal conditions, such as have been realized but seldom in the history of the race. He is thinking of a Socrates or an Augustine, a Quintilian or a Bossuet. The world can hardly hope to see men of such extraordinary gifts become everyday figures. It is, indeed, desirable that the teaching staff should be everywhere raised to the best available heights. But it will be given to very few people to sit at the feet of the world's choicest minds. Nor, however desirable, is it necessary. I am well aware that there is an inspiration emanating from greatness, that cannot be found in other circumstances. Still the world's work is done largely by the well directed efforts of mediocrity.

It is really marvelous what purposeful and intelligent striving can do. Average ability with persevering application accomplishes more than genius hampered by indolence. In the evolutionary process through which certain animals work their way to maturity, there are changes which come as suddenly as a jump. One stage attains a full development, and, all at once, gives way to a higher. We keep on striving, it may be through years, and suddenly we find ourselves capable and confident. We know that we are masters of the situation whatever it may be. Nor does this assistance bear any resemblance to the conceit which so often consoles ignorance in those who do not strive. It is achievement crowned with its natural and inevitable reward. It is honest labor receiving its compensation, and moving forward to higher and better things.

The teacher must, of course, work. There is no royal or doldrum road to efficiency. Success is due to striving only. The teacher must be active in order to be proficient in his calling; he must be active to inspire activity in others. Only the student can teach. Hence the teacher must give himself, in all earnestness, to the work of preparation. Nor may he ever relax. There is a great temptation, when one is assigned to a grade which he or she has taught before, to give up study and effort. This is a destructive error which lands the teacher in a condition of incipient dry rot. To part with laudable ambition is to part with inspiration, and become a stale figure in the class room. To teach as of habit is like reading a sermon from a cold page. It lacks life and enthusiasm, hence arouses no one.

We sometimes think that having once learned a subject we retain our knowledge indefinitely. This too, is a grievous error. The fact is that like all things human information fades away, but so imperceptibly that we fail to notice what is happening. Not only does knowledge disappear, but the faculty of knowing weakness, and, consequently, we lose from every point of view. Eventually the teacher who is not a student becomes an automaton, without interest in his work, and incapable of awakening interest in others.

Another result of failure to study is ennui, or perhaps, even disgust with the work. The school hours are long and weary. Dullness like a pall settles upon the room, teacher and pupils watch the clock to see how near the wretched day is to its close. And, indeed, it makes little difference when it does close; it would have made little difference had it not begun. So the teacher who is not a student, and who does not stimulate his mind by consideration of what others have thought and said, spends his

time wearily, uselessly and ingloriously. In other walks of life contact with people stirs men and women to activity. The public eye, praise or blame, tells us that we must be up and doing, but the silence and obscurity of the class room furnish no other stimulant but a love of learning and a desire to impart it.

Thirst for knowledge will prompt people to seek it wherever it may be found. But it is not enough for the teacher to know; he must make others know. To have and to impart constitute his task. Methods of teaching will demand his constant attention. If all children were athirst for knowledge we might bestow little care upon methods. But a considerable percentage of pupils have no desire of information. It devolves upon the teacher, then, not only to provide them mental pabulum, but to give them an appetite for it. Hence, the need of art to give a relish for the food that is being set up.

These conferences that teachers hold at intervals ought to be very beneficial. An exchange of views among people engaged in the same line of work is always valuable. It not only imparts knowledge, but it stimulates the mental activities of all. Board meetings give life and vigor to all enterprises.

It is not, of course, permitted to the individual teacher in any school system to choose his own method. Yet, we cannot think that this necessarily circumscribes his talents. There is always liberty within the law, and each system is sufficiently flexible to allow for the play of individuality. Then the board meeting ought to be, and usually is, a genuine democracy where each one's voice is heard and each one's opinion considered. It will, therefore, be always possible for the intelligent teacher to exercise an influence that will be felt by all.

No system of training should be regarded as undeserving of consideration. Systems that have no merit don't survive very long. It is unwise, therefore, to allow prejudice to close one's eyes to the light. Our separated brethren have been doing this since they became separated. Tell the average protestant that a particular line of thought is Catholic and he abandons it immediately. This course of conduct has resulted in driving millions into infidelity, if not atheism. Protestantism cannot solve the problems and they shudder at the thought of consulting Catholicism. Right-minded people ought not to allow prejudice to stand in the way of enlightenment. Hence, it is genuine wisdom for Catholic teachers to study the public school system and see if there be anything to be learned from it. Be eclectic, sift, take what you want, and leave the balance.

Yes, the teacher makes the school. Given an intelligent, sympathetic, inspiring pedagogue, and the things necessary will soon be provided. Nervous and rebellious children will soon fall into line. They will instinctively see a leader whom they should follow. They will experience an enthusiasm that they did not know before. The dull ones will become convinced that knowledge may be attained, and that the school is not a house of correction.

To be such a teacher is within the reach of any average man or woman who enters upon the profession with enthusiasm and the proper equipment. But striving is necessary, striving that continues day after day, year after year. The mind must be kept fresh and youthful; and it can be kept so. Only keep it open, keep up your studies, inquire, confer. Never allow interest to flag. Devotion will beget devotion, enthusiasm will inspire enthusiasm, work will stimulate work. Only keep abreast of the times, know what the saner world is thinking and doing. Keep your mind active and you will not fail to awaken the latent powers of other minds.

Catholic Picture in Methodist Church.

Most Catholics were exceedingly surprised when they learned that a picture of the Sistine Madonna had a chief place of honor in the new chapel of Denver, Colo., university, a Methodist Episcopal institution. They cannot help but register their delight, for it proves that the authorities of the great educational establishment must bear the same veneration, or at least some part of the veneration, that Catholics have for the Mother of God. All art in a church is put there for a high purpose. It is not merely for ornamentation. Hence it cannot be that the authorities of the university have placed the picture of the Madonna in their chapel purely because of its artistic value.

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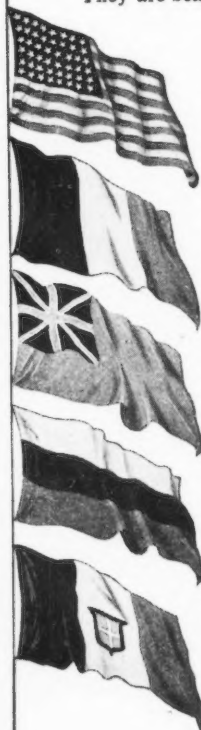
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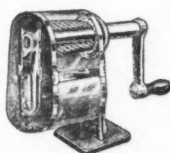
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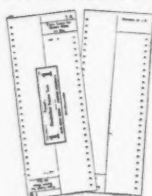
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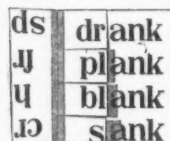
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(Continued from Page 447)

by with a half-prepared, half-cribbed lesson, which with the unerring instinct of youth they know well enough the teacher is deliberately slighting? Why expound the glories and fruits of industry and descant on the folly of idleness, when the teacher permits her pupils to remain idle and unoccupied?

Ideals in education, like Charity, must begin at home.

The Difficult Years

When a teacher is dealing with the boy who has reached the "difficult" age, there is one thing to be remembered more important, it seems to me, than anything else. It is this: The self-respect of the male youth, just bordering on the verge of manhood, is equally as tender and vulnerable and delicate an attribute as is her virgin modesty to a girl.

This is not to put anything above the virgin modesty of a boy—a spiritual quality equally as precious and dear in the sight of God, we may be sure, in youth or maiden. But the simile is used to drive home how sensitive a thing is this other and most marked characteristic of the lad just emerging from boyhood.

Teachers—and parents—forget this important fact too often; if indeed they ever give it a thought. And tragedy many a time results.

Mrs. Deland, in her story of "The Awakening of Helena Richie" draws a striking lesson from this text. In the wrecked life of "Sam Wright" and his unfortunate son "Sam's Sam", we are shown the dire results of just one single violation of that delicate sense of self-respect which coats like a fine tissue the inner spirit of the budding youth. The obtuse and irascible old father of "Wright," in one of his periodical outbursts of bad temper, outraged shamefully in his son that innate dignity of soul which, at the "difficult" age, begins to waken in the young male. The fruit of that outrage was two broken lives, if indeed not more. "Old Man Wright" spanked his son. O, yes, there is humor in it!—so ludicrous a situation inevitably supplies its smile. But the tragedy that followed reached into eternity.

No one can get into closer touch with the soul of youth than the teacher.

Let him or her be wary of bruising or injuring the young unfolding spirit of the budding man. It can be bruised and hurt and even irretrievably injured—and alas too often is so injured—by a mere cutting word, a sarcasm spoken in the heat of anger or impatience. And a scar may be left forever.

All this does not mean that boys are to be mollycoddled and spoiled. But it does mean that there comes a time in the life of every normal lad when he must be treated as a man. There is no set rule by which we can compute just when boys arrive at this critical stage of their progress; but the signs are unmistakable in each individual. The teacher who reads those signs comprehendingly, and acts accordingly, will do well by himself and his pupil.

Have You Noticed?

Have you noticed the craze among society women to be photographed in Red Cross costume? asks Mrs. William A. King, in *The Catholic Columbian*. Pick up any magazine, and Sunday supplement and see how many leaders of society the country over have appeared before the camera robed in the white costume and veiled headgear of the organization. There is something peculiarly fascinating to the heart of femininity in the veil. It shows itself now more than ever.

For centuries Catholic women entering the religious life (love of God shown in acts of unselfish menstration to the spiritual and physical needs of others), have renounced the changing vanities of worldly styles and assumed the plain habit of the order. With this habit the veil almost always goes. Where it does not, the eye is disappointed.

We once heard a religious remark that the reason she entered a certain order (whose habit owns no veil but instead an ungraceful stiffened hat), was that she believed her woman's vanity would be more tried by the ugly dress of the order than it could possibly be by any other denial in life. As an act of penance for her vanity, then, she chose the order whose habit she detested.

HEALTH HINTS. Fitting Us Physically.

What sort of a physical specimen is the young man of America? Is the wasp-waisted trim little figure of the city offices and streets the typical American?—or the square-shouldered brawny country boy? The war has put an acid test on our manhood, and has shown us up to ourselves in a very revealing light; and while we may be prone to a little proud chest-expansion upon viewing our army boys as they march by in khaki, we must not forget that those boys are the physically fit—the chosen ones—the flowers of the flock. They have been picked for just what they are. But behind them, massed heterogeneously over the whole country, stands an army of the unfit, an army of which we knew little or nothing until Mr. Mars came along with his yardstick and his stethoscope and measured us and weighed us—and found us, to the tune of sixty-eight percent, physically unfit!

Yes; sixty-eight per cent unfit. Are the figures not appalling? Yet they are accurate enough. Some staticians in fact, make it worse. Sixteen million out of twenty million public school children are physically imperfect, says Owen Lovejoy, the general secretary of the National Child Labor committee of New York;—which is eighty percent. Everybody is blaming the schools of the country for this sorry showing. What is the matter with the physical training in our schools? they ask. There must be something the matter!

* * *

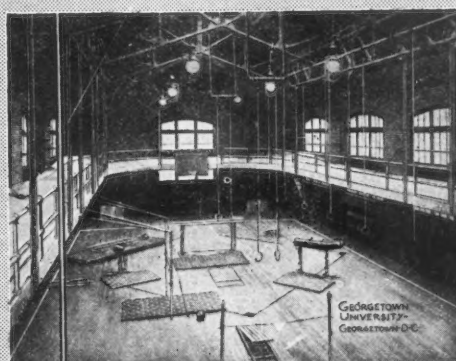
The matter is that the question of physical training has never been taken seriously enough by our educators. Some who are acquainted with the elaborate "gyms" and other apparatus installed in schools, not to speak of the playground movement and other kindred activities, may be inclined to shrug their shoulders at such a statement. "Not taken seriously enough!" they exclaim. "We have been thinking lately that altogether too much time was being devoted to the matter." Too much time—yes; but it is not the time that is given that counts, so much as the methods followed. Some schools, alarmed at the War Departments reports, have already begun to meet the default—by doubling the time devoted by them to physical education. But that will not solve the problem. They might spend all their time at physical training and still produce sixty-eight—or eighty—percent unfit! Something more than mere time is required.

* * *

Individual attention is the key to the problem: a competent physical instructor who knows how to study the children under his eye to the point of getting personally acquainted with them and their needs. Thorough physical and medical examination is the beginning of wisdom in physical training—and likewise the beginning of the physical director's acquaintance with the youngsters. The right sort of training, exercise, gymnastics, for each individual child, follow naturally. Of course, grouping is necessary and feasible to a certain extent; but the touchstone of individual and personal need must never be lost sight of. With such a method in hand, there will be no danger of over-development, under-development, boys running to "athletic heart" and girls to slack breathing and hollow chests. All the time in the day, and all the striving in the world with games and exercises and gymnastics, to achieve physical fitness, will go for naught if the children are herded like sheep and put through the paces like a sack of corn going through the mill. But on the other hand, a little individual attention at first will work wonders, and will not only wake the pupil up and give him an incentive toward improvement, but in a short time will also aid the instructor in classifying and grouping his charges.

The best thing that individual instruction along such lines as these does for the pupil is to stir in him the spirit of competition and emulation. The competitive spirit is natural to all youngsters, especially boys. But in competition too there lies a danger—the danger of overdoing and of losing sight of the one and only object of physical training—the physical development of each and every child. Competitions, therefore, to be of any true value, must be arranged according to the material in hand. It is obviously unfair to pit the boy already strong against the boy who needs practically everything to be yet done for him to make him strong. A recent writer in Collier's Weekly tells of school competitions "of physical improvement"—which give the best chance, not to the athletes and "little giants" of the institution, but to the ones who

(Continued on Page 454)



EFFICIENT APPARATUS FOR THE GYMNASIUM



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THE TEACHER'S READING.

CHARLES PHILLIPS, M. A.

Ex-Editor, "Monitor" San Francisco, Cal.



MR. CHARLES PHILLIPS

There is no profession so constantly in danger of being over-technicalized as that of the educator. This seems a contradiction in fact, for, dealing so intimately with the human equation day in and day out, as does the teacher, one would at first thought suppose that technique and rules, the yard-stick of speculation and the measuring-tape of theory, can never really spoil the teaching profession, because it deals too closely with human nature in the actual and living process of development to ever be shriveled up into dry-as-dust book-science.

And yet, this danger threatens it continually, in the persons of scores and hundreds of teachers who are forever on the borderland of mere theory, despite their daily and hourly facing of the facts of life. The reason must be that the strain of teaching is so heavy on the mind and body that the senses become dulled, and the worn and weary teacher, in desperation, seeks refuge in the shelter of other people's ideas. She—or he—ceases in time to think independently; in time even ceases to observe. Theorizing becomes a habit. Each morning the teacher brings to the classroom, not a mind refreshed and opened by the healthy exercise of the day previous, but simply crammed with a new batch of other people's notions, gleaned from every technical source available. These are tried out,—as many of them, at least, as can be crowded into one day; and the process becomes so urgent and nerve-trying that the power of even observing their effect and making full note of merits or demerits is lost; or else there are extremes of enthusiasm, which are the beginnings of the fatal disease of faddism.

The social sense of the teacher needs to be quickened and broadened. Wider horizons than those of the little room bound on the north by the rostrum, on the south by the door, and on the east and west by blackboards, must be discovered. In the children gathered in that space something else besides mere guinea pigs for the educational vivisectionist must be discerned. How is this to be done?

The teacher's reading is one of the most important elements in his—or her—work. (Who was it that set the good example in these columns some time since of conceding that all teachers are ladies—and letting it go at that? For the sake of speed and space, I will take the same cue.) "O, my reading!" Friend Teacher responds. "Goodness knows, I have to do reading enough! Why, I'm three weeks behind already, and only at page 400 of the last Annual Report of the Educational Association! There are half a dozen pages in as many school papers that I have to get through yet this month!"

That is just the trouble! Quantity instead of specific quality is what too many of us aim at in our technical reading; and at the expense of other, and equally as valuable matter. For the Catholic educator there cannot be found in all the land more interesting and profitable print than that in the Annual Report; but that report covers the entire field of education. The wise teacher is the one who, instead of trying to digest the whole volume, will judiciously pick out the topics and papers peculiarly interesting or especially fitted to her own line of work, and read them—letting the others go, at least for a while. Cramming means indigestion. And the same with our technical journals: Some of us take too many—our appetites are miles larger than our capacity; and so we cram—and suffer from indigestion, and often break out all over in a horrible rash of fads and theories and experiments.

And in the meantime we are neglecting much of the reading that we ought to do—and missing much of the fun of the profession. The classics, of course; but it is not of them I would speak at present, though I cannot resist a plea for the classic novel as one of the best educators of the educator in all the wide world; the classic novel, I mean, read with a sympathetic eye on the human problem it sets forth to solve. (Who can read "Nicholas Nickleby" and not know a little more than he—I mean she!—ever knew before about the minds of men and the

hearts of boys? Or "Vanity Fair," and not learn new secrets of the souls of girls at school and out of school?) No; it is of modern up-to-date books I am thinking. There are several of "the latest" which will give our teachers not only relaxation and recreation, but new thoughts and inspirations for their work as well—thoughts which will sharpen, not dull, their social sense and their perception of inner things.

For instance, there is Booth Tarkington's "Seventeen." Have you read that? No teacher should miss it! It is inimitable in its humorous exposition of the boy-soul—the gawky awkward lad who is just emerging into young manhood, still burdened with the gaucheries of his boyish days, and wearing the clothes and airs of a man as clumsily as a dog in pants. (You haven't forgotten how we used to dress Curly up in trousers?) True, Mr. Tarkington seems at times to laugh just a little heartlessly at his young hero, but the picture he gives, nevertheless, of the dizzy tread of the boy who is on the tight-wire between adolescence and maturity is an authentic and memorable one—one that no teacher, especially no High School or College instructor, can afford to miss.

Then, a sort of companion book, or rather, one might say, an answer to "Seventeen," is Samuel Merwin's "Temperamental Henry." Here is young Eighteen going through the dreadful processes of change, but with his story recorded in quite another, and quite as interesting a vein. Mr. Merwin knows his boy's heart like a book; and in it he has read many a lesson, it would appear, which has touched him to the quick. He is all sympathy with his hero and his problem, and while he can hardly be said to laugh at him, as Mr. Tarkington does at his, he makes us laugh, nevertheless, at his plights and tragedies. The comedy of the thing is delightful. And it is full to the brim of invaluable teachings for the teacher who will read with an open mind. The author does not preach, but underneath his comedy there runs, to the initiated, a serious purpose. For one thing, he shows how fruitful of trouble and heart-scalding are those habits which injure the boy's will—habits which parents seldom seem to think of checking in their sons.

There are half a dozen other books of this order which teachers will find make very profitable reading, as well as entertaining. There is "Penrod," for instance, a chapter from the life of the younger boy, the boy in the grades. "Penrod" is today practically a classic of juvenile reading. "Plupy," of Judge Shute's "Real Diary of a Real Boy" is another. And why not speak of "Tom Brown's School Days," and "Huckleberry Finn" and "Tom Sawyer"? There is plenty of meat in all of these for the teacher. If they do nothing else, they broaden one's sympathy and understanding of the boys who sit facing the rostrum morning after morning. And such an understanding makes for successful teaching. Anything that tends to remove from the mind of youth the traditional prejudice which makes it look on the school teacher as its sworn enemy and persecutor, makes for successful teaching.

While speaking of recent books for the teacher, it may pay to make note of two new volumes which treat of educational subjects from a professional point of view instead of in the form of fiction. They are "A Parent's Job," by Columbus N. Millard, and "The Upbringing of Daughters" by Catherine Durning Whetham.

"A Parent's Job" is by a former master of a Grammar School in Boston, a teacher who is likewise a parent, and sees the subject from both angles. His plea is for more responsibility for the parent and less shifting of the burden of the training of youth onto the shoulders of the teacher. Co-operation, of course, as he shows, is the solution of the problem. He is much opposed to the method of "percentages" and thinks that there ought to be a closer exchange between parents and teachers concerning the school work of the children than the present report-card system provides. He advocates going into things much more in detail than is now the custom in this regard, and makes a plea for a report which will be personal to each individual pupil—in which the attention of parents will be called to the scholar's needs in the way of home study and home help; to his habits of work, concentration, industry, and so on; to his habits of health—bodily position, breathing, chest expansion, care of teeth, ears and eyes;—on the whole, a report which would be the quintessence of the ideal, were it practicable, but which could not possibly be managed except in the smallest kinds of schools—unless some system be invented by which our

(Continued on Page 454)

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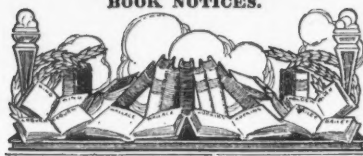
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The Parish Theatre. By Rev. John Talbot Smith, L.L.D. Cloth. 90 pages. \$1.00 net. Longmans, Green & Co., 4th Ave and 30th St., New York.

This slim volume contains not only a brief survey of the parish theatre, its rise, its present condition and its prospect, but also includes a descriptive list of one hundred choice plays, suitable for parish theatres. Of the parish theatre, the author predicts that it will naturally be the home of a Catholic drama, where the great Catholic leaders of the past shall live again their noble lives and splendid deeds on their own people's stage.

"Life of St. Ignatius of Loyola." By Father Genelli of the Society of Jesus. Cloth. 398 pages. Price 75c. Benziger Brothers, New York, Cincinnati, Chicago.

Believing that every man is the best painter of his own portrait and this more especially in his letters, Father Genelli has compiled his life of St. Ignatius in a great measure from the saint's own letters, many of which have hitherto been unknown. Arranged in narrative form, these letters are something of a self-revelation of one of the greatest characters in modern times. They reveal the sweetness and sanctity of the saint who composed "The Spiritual Exercises" and the sagacity and statesmanship of the superior who drew up the "Rules" and "Constitution" for that vast society of Jesus which he founded "All for the Glory of God."

Reminiscences of Seventy Years (1846-1916). By The Sisters of Mercy, St. Xavier's, Chicago. Cloth. 326 pages. Illustrated. The Fred J. Ringley Company, Chicago, Ill.

Dedicated to the memory of Rev. Mother Mary Genevieve Granger for over fifty years a "Sister of Mercy," this contribution to the history of religious orders is replete with interest. Following the introductory chapters on the eventful life of Miss Mary McAuley, foundress of "The Sisters of Mercy" and the chapter on the establishment of the first American Mission of the order at Pittsburgh in 1843, are extracts from the "Annals" of the Mercy Sisters in Chicago. There in reminiscent vein is recounted the wonderful work accomplished by these valiant women, who despite trials and tribulations went about doing good—founding hospitals and orphanages and establishing schools. As the growth of this order in Chicago is closely identified with the history of the Catholic Church in that city, reference is made throughout the "Annals" to the bishops and arch-bishops of that archdiocese all of whom ever accorded their sincerest approbation to the "Sisters of Mercy."

A First Book in American History With European Beginnings. By Gertrude Van Dusen Southworth.

author of "The Story of the Empire State," "Builders of Our Country." Cloth. 431 pages. Illustrated. D. Appleton & Co., New York, Chicago.

To meet the requirements of "The Committee of Eight of the American Historical Association," which has recommended teaching European Beginnings of American History for the entire sixth grade of our grammar schools, and has outlined a course covering the work, this book is now presented. It tells a simple story of the growth of civilization among the Greeks, the Romans, the French, the Spaniards, the Germans, and the English, explaining clearly how each of these nations has influenced our government, our laws, our architecture and our manner of living. This intro-

duction is followed by brief accounts of the lives of men prominent in American History. The biographies have been chosen to give a connected narrative throughout and by so doing the book offers in addition to the biographical plan which appeals to beginners, all the advantages of chronologically arranged texts.

A Study of Conditions. By Rev. J. A. Burns, C.S.C., Ph.D. Author of "Origin and Establishment of the Catholic School System," etc. Cloth. 205 pages. \$1.50 net. Longmans, Green and Co., New York.

The purpose of this work is to describe the condition of Catholic education in the United States at the present time, and to direct attention to the problems that must be solved in order to insure its future progress. After a survey of the general condition of Catholic education, its fundamental principles are examined from the standpoint of religion and morality, as well as of modern psychology. The relations—ideal and actual—of the several departments of Catholic educational activity to each other are next discussed. A special study is then made of each of these departments, including grade schools, high schools for boys, high schools for girls, colleges and seminaries.

How To Teach. By George Drayton Strayer and Naomi Norsworthy, Teachers' College, Columbia University. Cloth. 297 pages. Price \$1.30. The MacMillan Company, New York.

How the principles of psychology may be applied in class room work is indicated in fifteen chapters covering the following topics:

- I. The Work of the Teacher.
- II. Original Nature, the Capital with which Teachers Work.
- III. Attention and Interest in Teachers.
- IV. The Formation of Habits.
- V. How to Memorize.
- VI. The Teacher's Use of the Imagination.
- VII. How Thinking may be Stimulated.
- VIII. Appreciation an Important Element in Education.
- IX. The Meaning of Play in Education.
- X. Significance of Individual Difference for the Teacher.
- XI. The Development of Moral Social Conduct.
- XII. Transfer of Training.
- XIII. Types of Classroom Exercises.
- XIV. How to Study.
- XV. Measuring the Achievement of Children.

Fifty Years of American Education. By Dr. Ernest Carroll Moore. Cloth. 96 pages. Ginn & Company.

Just fifty years ago in 1867, Edwin Ginn started in a modest way the educational publishing business now conducted under the firm name of Ginn & Company. Casting about for a suitable memento of this half-century mark, Ginn & Company were impressed by the remarkable growth and development of the school system of the United States during that period. Accordingly on request, Dr. Moore produced his admirable sketch of education in this country for the period beginning in 1867 and ending in 1917. This welcome and useful contribution to educational literature Ginn & Company presents to the public with gratitude that their own business development has been contemporaneous with this marvelous change in our American schools.

The Purpose of History. By Frederick J. E. Woodbridge. Cloth. 89 pages. Price . . . Columbia University Press, New York City.

This contribution to philosophical literature contains three lectures delivered by the author at the University of North Carolina on the McNair Foundation in March, 1916. The lectures are on the following subjects:

- "From History to Philosophy."
- "The Pluralism of History."
- "The Continuity of History."

The Rural School from Within. By Marion G. Kirpatrick, B.S., Ph.D., Kansas State Agricultural College. Cloth. 303 pages. 12 mo. \$1.28 net. J. B. Lippencott Company, Philadelphia and London.

After years of experience in rural schools and in college the author presents this fascinating narrative interwoven with pedagogical principles and practical suggestions. Constructive from the first paragraph to the last, it is valuable alike to parents, teachers and students of education.

Yesterday and Today. By Nina B. Lamkin, Director of Normal Course in Physical Education at Northwestern University School of Oratory and Physical Education, Evanston, Ill. Pageant Director and Author of Historical and other Pageants, etc. Cloth. 48 pages. Illustrated. 50c. T. S. Denison Company, Chicago.

This historical pageant is suitable for school, club, fair association or community purposes. That it has been successfully produced 350 times during the year 1917, by schools and communities speaks eloquently as to its merits. It is most effective if given in its entirety according to the business instructions laid down.

The Progressive Music Series. Book Three Catholic Edition. Cloth. 224 pages. Price 44c. Silver Burdett & Company, Boston, New York, Chicago.

The music material here presented is designed for sixth and seventh grades. It represents the best that could be found in the libraries of America and Europe, together with a large number of original songs by some of the foremost living composers and characteristics folk songs of many countries. Besides this material which has been carefully reviewed to insure its perfect harmony with Catholic ideals, a number of distinctively Catholic hymns have been added, as well as a Supplement of Gregorian Chants.

Listening Lessons in Music. Graded for schools. By Agnes Moore Fryberger, Assistant Supervisor of Public School Music, Minneapolis, Minn. With an Introduction by Osbourne McConathy, Director Department of Public School and Community Music, Professor of Methods and Theoretical Music, Northwestern University. 276 pages. \$1.25.

That a phonograph and records as well as the piano may well be utilized in the presentation of music lessons is emphasized in these pages. Coincident with the use of mechanical musical instruments a line of instruction has developed known as music appreciation. The kinds of composition to be used, the psychology upon which such compositions are graded for school lessons and the methods of presentation are all here outlined.

How Two Hundred Children Live and Learn. By Rudolph R. Reeder, Fr.D. Fourth Edition. Cloth. 247 pages. Illustrated. Lloyd Adams Noble, New York.

This interesting book records the study and experiment of the author first with children in rural schools, second with those in a village school, third with those in a city school, fourth with five children of his own family and finally for the past ten years, with two hundred children of the New York Orphanage. Much of the material here presented first appeared in a series of articles in "Charities and Commons," now the "Survey."

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Paz and Pablo, a story of two little Filipinos, by Addie F. Mitchell. The first volume in the series of children of the World. Price 48 cents. World Book Company, Publishers, Yonkers-on-Hudson, New York.

This little book is intended as a reader to supplement geography lessons in grades three, four, and five. Paz and Pablo tells an interesting story of Philippine child life as it actually is, since the author of the book was a former teacher in the American schools in the Philippines.

HEALTH HINTS.

(Continued from Page 451)

and "little giants" of the institution, but to the ones who are as yet of a weaker physique; while for the sturdier and already better trained there are inter-school competitions for improvement and perfection. "The effect of these two competitions is most marked and productive of excellent results, and the general physical improvement coming as a result of such interest and consequent individual work is far more valuable than anything that a school can gain by way of winning track events or the like, or even baseball games—where nine play ball and nine hundred look on!"

* * *

Individual medical examination, followed by a course of individual supervision, which of itself will gradually work itself into pliable group and mass training, is what will "set up" our schools physically. That something better must be done than has been done is a fact that stares us in the face. And it can be done. Dr. John Quayle of Cleveland, who has made a study of this question, says that six months' work will make ninety per cent of our rejected men fit. But the point is that they have been rejected;—that there has been and is a grave fault in our methods so far;—and that we must remedy that fault, or on the next showing, cut even a sorrier figure than we have this time.

THE TEACHER'S READING.

(Continued from page 452)

larger institutions provide a "reportorial secretary," who shall compile her "cards" from the daily records of the teachers;—which is but a dream so far.

The other book, "The Upbringing of Daughters," contains many old-fashioned and wholesome truths set forth in an illuminating manner, not at all pedagogical nor pedantic, but refreshingly interesting. Some might call the author a reactionary, but she deserves a better name than that.

Still another recent book of special interest to the educator is Professor Peabody's "The Religious Education of an American Citizen," a work of particular interest to Catholic teachers, since in it we are gratified to find many good old Catholic truths championed by this Protestant authority. There are doctrinal errors in the volume; but the general argument is astonishingly Catholic in tone, and is, when summed up, a plea for the making of religion a real and living element in the life of children.

These are all books worth studying, but don't let them overshadow the "Seventeens" and the "Temperamental Henrys" which I have mentioned and which I honestly believe it will pay every educator in the land to buy and read.



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SCHOOL HUMOR

The "Common Sense" of One Boy.

"My pupils don't learn like parrots—they use their common sense," writes a teacher. "Let me tell you a grand instance of this. I was trying to tell my class some mark by which they could remember each of the great poets. I said, over and over again: 'The poet Milton was blind.' The stupidest boy in the class should have remembered that, but he didn't. 'Milton, the poet, was blind,' I repeated. Now, before you forget it, what was Milton's great misfortune?"

"He was a poet!" said the stupidest boy."

Revealing Schoolroom Secrets.

A school inspector put some questions to the lower grade boys on the common objects of the school room. "What is the use of that map?" he asked, pointing to one stretched across one side of the room. "Please sir, it's to hide the place where the plaster is off," came in chorus from a dozen shrill voices.

Didn't Think of That.

A clergyman famous for his begging abilities was once catechizing a Sunday school. When comparing himself as pastor of the church to a shepherd, and his congregation to the sheep, he put the following question to the children: "What does the shepherd do for the sheep?" To the confusion of the minister a small boy in the front row piped out: "Shears them!"

No Need of a Name.

"What is your name, little boy?" inquired the kindergarten of her new pupil. "I don't know," said the little boy bashfully. "Well, what does your father call you?" "I don't know," still more bashfully. "How does your mother call you when the griddle cakes are done?" "She don't call me," beamed the new pupil; "I'm there already."

A Pupil's Ready Reply.

A second grade teacher had difficulty in getting the children to distinguish between Miss and Mrs. They would insist on saying one when they meant the other. Finally, to make the distinction more clear, she said, "John, what is the difference between Miss and Mrs.?" Whereupon John, one of the slowest children in the room, startled her with the answer, "Mister."

College Course Means To An End.

"I thought your father wasn't going to send you back to college?"

"That's so. Dad did kick on the expense, but I threatened to stay at home and help run the business, and then he decided that a college course would be a lot cheaper."

Certainly Not Asleep.

A country schoolmaster had two pupils, to one of which he was partial, and to the other severe. One morning it happened that both were late; and they were called up to account for it.

"Please, sir," said the favorite, "I was dreaming that I was going to Margate, and I thought the school-bell was the steamboat-bell."

"Very well," said the master, glad of any pretext to excuse his favorite: "And now, sir," turning to the other, "what have you to say?"

"Please, sir," said the puzzled boy, "I—I— was waiting to see Tom off."

The Teacher's Theory Shattered.

"Children," said the teacher to his pupils, "you should be able to do anything equally well with either hand. With a little practice you will find it just as easy to do anything with one hand as it is with the other."

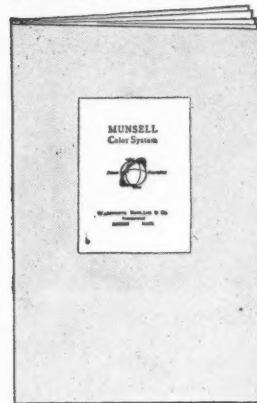
"Is it?" inquired the urchin at the foot of the class. "Let's see you put your left hand in the right-hand pocket of your trousers."—Ladies Home Journal.

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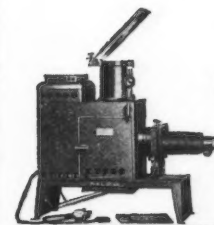
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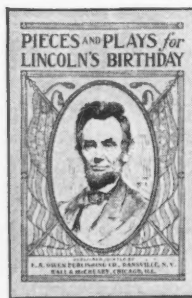
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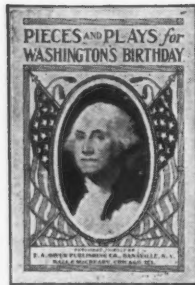
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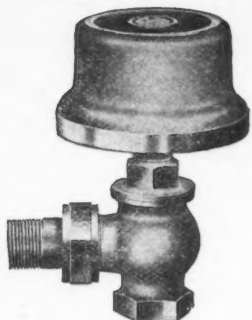
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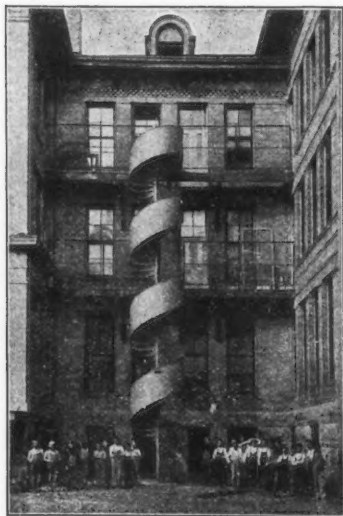
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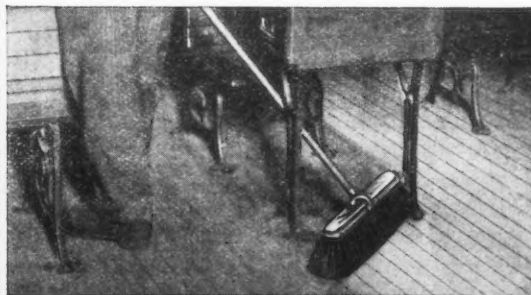
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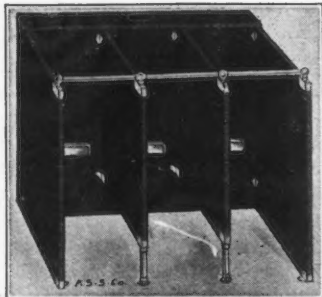
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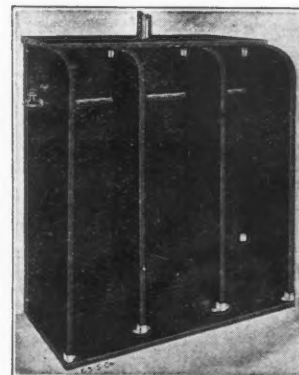
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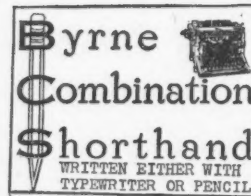
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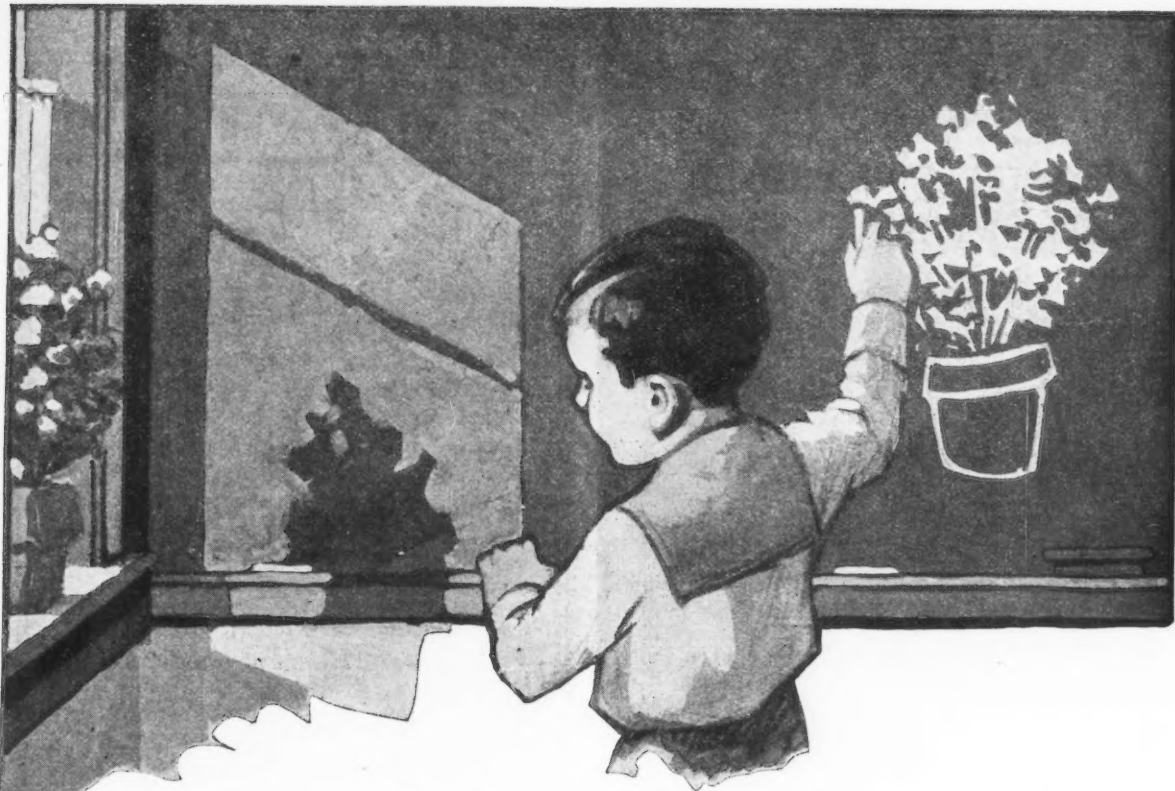
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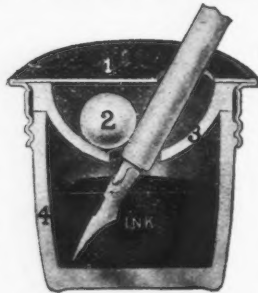
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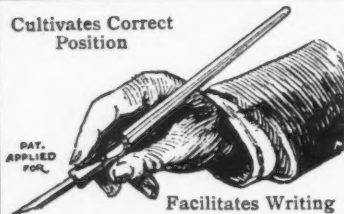
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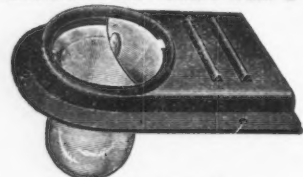
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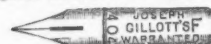
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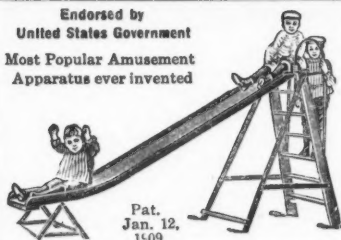
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